



Asia Kakehashi Project +(Plus) Mid Term Report

2023-2025

– Including summaries of Asia Kakehashi Project 2018-2022 –

Sponsored by the Ministry of Education, Culture, Sports, Science and Technology
Implemented by AFS Japan

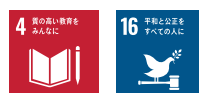


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**ASIA
KAKEHASHI
PROJECT**



**Intercultural
Programs**

This is a report summarizing the activities of the Asia Kakehashi Plus Project+, a Ministry of Education, Culture, Sports, Science and Technology (MEXT) subsidized initiative. This project invites motivated, high-achieving high school students from Asian countries and G7 nations to attend high schools across Japan, fostering mutual learning and deepening international exchange with their Japanese peers. We hope this report allows you to appreciate the project’s impact—highlighting the personal growth of the participating students, the influence on Japanese schools, dormitories (both school-run and private), host families, and local communities, as well as data reflecting the project’s eight-year history.

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Messages

Developing talent capable of thriving in a global society and serving as a bridge between nations



Director of the International Education Division,
Bureau of Comprehensive Educational Policy, Ministry
of Education, Culture, Sports, Science and Technology

Taichi Kaneshiro

The Asia Kakehashi Project + builds on the success of the Asia High School Student Bridge Project, which hosted approximately 1,000 high school students from Asian countries over a five-year period beginning in fiscal year 2018, and has expanded to include high school students from G7 nations. The project invites outstanding high school students studying Japanese to high schools across Japan to deepen their exchanges with Japanese students. It also organizes **International Exchange Camps** where these visiting students interact with Japanese students, thereby promoting the development of talent capable of thriving on the global stage.

We would like to express our sincere gratitude to the staff and volunteers of the AFS Intercultural Programs, Japan, a public interest incorporated foundation, as well as to the host schools and host families, for their dedicated efforts in carrying out this program. It is hard to believe that this project, which began in fiscal year 2023, has already entered its fourth year. We look forward to building on our achievements and results to date and continuing to foster leaders who are well-versed in both countries and can serve as bridges between them.

Investing in Kakehashi Students is an investment in the prosperity of the entire international community.

The success of the Asia-Kakehashi Project over the last nine years is a testament to the power of international exchange. I am delighted to see the program evolve in its second phase, successfully integrating students from 25 countries, including G7 nations. This expansion reflects Japan's leadership on the global stage and its dedication to fostering cross-cultural understanding.

This project represents the very heart of our values at AFS – fostering global citizenship and deep mutual understanding – and we are honored to partner with the Government of Japan in such a meaningful way.

The impact of this program is profound and far-reaching. Beyond the immediate educational benefits, these students return home as lifelong ambassadors for Japan, creating a foundation for enduring economic partnerships and diplomatic goodwill. Sustaining this momentum beyond 2027 is crucial. Investing in these young 'bridges' (Kakehashi) is an investment in Japan's future influence and the collective prosperity of the international community. I look forward to seeing this wonderful initiative flourish for many years to come.



President of AFS Intercultural Programs

Daniel Obst

From Division to Cooperation: The Role of Kakehashi student as a Peace Ambassador

More than 80 years have passed since the end of World War II, yet the mistakes of war have faded into oblivion. Conflicts and civil wars are erupting all over the world, claiming countless lives. It is precisely because of this that study abroad opportunities—which allow impressionable high school students to learn to understand other cultures beyond their own religious and cultural backgrounds—are truly invaluable.

Through the Asia High School Student Bridge Project, a Ministry of Education-funded initiative launched in 2018 targeting 21 countries and regions in Asia, and the subsequent Asia High School Student Bridge Project+, which expanded to include G7 nations, a total of 1,232 students have had the opportunity to study in Japan.

AFS Intercultural Programs, Japan has approximately 1,600 volunteers who support international students. What is most heartening is that Japanese high school students are inspired by these international students—who are learning the challenging Japanese language and taking on challenges through volunteer work and club activities—and are developing an interest in English and considering studying abroad themselves.

At the orientation for returning students, international students from countries currently embroiled in conflicts with neighboring nations declared, **We are glad we came to Japan to learn about each other's countries and engage in dialogue. We want to put an end to conflict in our generation**, drawing enthusiastic applause. As these students transition from division to cooperation, their future roles as next-generation leaders in their home countries—having gained their education in Japan—are a true treasure for Japan.



Chair of AFS Intercultural Programs, Japan

Akiko Kato

Alumni connecting Japan to Asia and the world

The Kakehashi Program was a valuable experience for me, and I'm grateful to remain connected with the **network** is a feeling that is shared by all the alumni.

Since its inception in 2018, the program has produced over a thousand alumni worldwide. Following a beneficial experience, these alumni are now making an impact on society.

We have interacted virtually over the years and worked on initiatives to help alumni feel more connected to the program and other participants. This endeavor has a significant influence on their career and university choices. They've learned to avoid stereotyping others and have a flexible, open mind that makes it easier and faster for them to learn new things.

The senior alumni provide new participants with useful support as they begin their journeys and function as important role models and brand ambassadors.

The alumni are now on a journey of self-discovery and have a fresh perspective on the world. The world they perceived prior to the program has altered. They recognize the reality of the world and the gravity of their deeds. Alumni have begun to express interest in volunteering and supporting AFS Japan's initiatives. Now that they are global citizens, they are striving to unite the world as a single family by bringing their host and sending countries closer.

I would like to end by saying **Asia Kakehashi Project alumni are changing the world**



AFS Asia and the Pacific Initiative
(AAI, General Secretary)

Divya Arora

Summary of Eight Years:The Journey and Future Outlook of the Kakehashi (Bridge) Project

This initiative was launched following a proposal made by then-Prime Minister Shinzo Abe at the 23rd International Conference on **The Future of Asia** in June 2017: **To provide Asian high school students studying Japanese with the opportunity to live in Japan for ten months—targeting a total of 1,000 students over the next five years.** In response, the **Asian High School Student Kakehashi Project** was established to invite outstanding Asian high school students studying Japanese to Japan. AFS Japan (a public interest incorporated foundation) took the lead in implementing the project, with the first phase running from the 2018 to 2022 fiscal years.

Regarding the initial goal of hosting 1,000 students over five years, the project successfully invited 974 students from 21 countries and regions, despite facing the unprecedented challenges posed by the COVID-19 pandemic. By placing students in 298 schools across all 47 of Japan’s prefectures, the project built a solid foundation for international exchange that actively engaged local communities.

Building upon this solid foundation, the initiative evolved into the **Asia High School Student Bridge Project+** starting in the 2023 fiscal year. In line with the **Toyama-Kanazawa Declaration** issued at the G7 Toyama-Kanazawa Education Ministers’ Meeting in May 2023, the scope of the invitation program was expanded to include high school students from G7 nations alongside those from Asian countries. We continue to implement this project, further strengthening collaborative efforts to connect Japan with the rest of the world.

Since its launch in the 2018 fiscal year, the project has fostered a total of 1,232 high school students. Through deep interaction with Japanese high school students and local communities, these young people are gaining a profound understanding of each other’s countries and emerging as next-generation leaders poised to serve as future **bridges** between nations.

The network of 1,232 individuals who have served as **bridges** over the past eight years represents an invaluable international asset for our country. Moving forward, we aim to evolve the program into a more flexible initiative capable of responding to the diversifying international landscape. At the same time, we are committed to further building and strengthening an **alumni network** that enables returning participants to maintain ongoing ties with Japan and play active roles across various fields. We will continue to pursue further innovation, ensuring that the seeds of international exchange sown by this project blossom into the development of a multicultural, inclusive society for the next era.

This report summarizes the project’s journey over the past eight years and the tangible achievements realized by young people connecting across borders, marking a significant step toward the future development of global talent.

Outcomes and Results

■ Outcomes and Results for Participating Students

A post-program survey conducted in March 2026—covering participants from the 2018 through 2025 academic years (please refer to the **Program Outcomes** section for details)—demonstrated exceptional results:

- **My impression of Japan improved:** Approximately 80%
- **I introduced Japan in my home country after returning:** Over 90% (virtually all participants)

These results serve as evidence that, over the course of eight years, young people from abroad have deeply experienced Japan’s living **education** and **culture**, and that grassroots international exchange has continued even after their return. The program’s original objective—**cultivating individuals who serve as bridges between their countries**—continues to be realized to this day.

■ Impact and Results for Japanese Students (Results of Host High Schools survey in P25)

A survey conducted in March 2026 targeting high schools that hosted students between the 2018 and 2025 academic years (see the **Impact Verification** section for details) revealed a high rate of positive changes:

- **I perceive an increase in understanding and interest among Japanese students regarding the exchange students’ home countries:** Approximately 80%
- **There has been a positive shift in Japanese students’ attitudes toward language learning:** Approximately 70%
- **I feel that understanding and interest regarding the ‘Kakehashi’ students’ home countries/regions have grown among the student body:** Approximately 90%

Looking Toward Future Development

Launched in the 2023 academic year, the **Asia High School Student Bridge Project+** built upon the achievements of its five-year predecessor to bring together international students from G7 nations and Japanese high school students selected from across the country for a shared living experience. While living and dining together, the participants engaged in repeated discussions on critical contemporary issues such as the environment, safety, and the international landscape. This experience of deep dialogue—grounded in mutual respect for diverse national and cultural backgrounds—has established a solid foundation for nurturing the individuals who will serve as future **bridges** between nations.

Furthermore, review sessions held by teachers from the host high schools laid the groundwork for a platform—in the form of regular meetings—where schools can share know-how. These discussions addressed not only the international students but also strategies for pre-program preparation to deepen cross-cultural understanding among the Japanese students.

This initiative is approaching the significant milestone of its tenth year. We aim to further strengthen the foundations we have built—namely, the spaces for student dialogue and the collaborative frameworks within educational settings—and to further enhance and expand the project’s outcomes, including by tracking the actual career paths and achievements of our graduates.

Project Overview

2018-2025

	Number of applicants over the past 8 years	Number of invitations over the past 8 years
China	663	50
China(Hong Kong)	43	10
Indonesia	24,458	152
East Timor	46	1
Bangladesh	315	25
Bhutan	74	14
India	2,010	110
Maldives	19	1
Nepal	64	18
Pakistan	3,381	27
South Korea	369	57
Brunei	66	3
Malaysia	2,596	131
Singapore	0	0
Mongolia	4,957	51
Philippines	2,424	112
Sri Lanka	1,345	53
Cambodia	537	59
Laos	531	53
Myanmar	1,301	55
Thailand	457	104
Vietnam	232	90
Turkey	352	22
Italy	83	5
Canada	23	5
France	72	6
USA	79	6
England	39	6
Germany	42	6
Total	46,578	1,232



Program Features

- ✓ Inviting Asian high school students to high schools across Japan
- ✓ Interacting with 1,232 international students over an 8-year period
- ✓ Attending high schools and technical colleges while living with host families or in dormitories throughout Japan
- ✓ Cultural experiences, community engagement, and internships at Japanese companies on days off

Countries and regions of origin of international students (28 in total)

China, South Korea, Mongolia, Thailand, Cambodia, Laos, Myanmar, Vietnam, Malaysia, the Philippines, Indonesia, Sri Lanka, India, Nepal, Pakistan, Bangladesh, Turkey, Hong Kong, Brunei, Bhutan, the Maldives, East Timor, the United States, the United Kingdom, Italy, Canada, France, Germany

Program Achievements (2018-2025)

Number of students visiting Japan

1,232

Country or region of origin

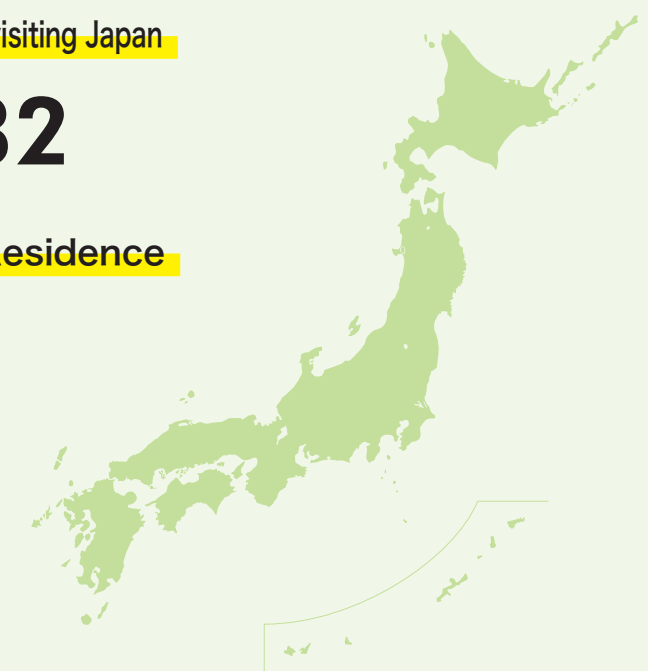
28

Prefecture of Residence

47

Host Schools

343 (total to date 833)



Collaboration with Related Organizations Around the World

Program Timeline from the Selection to the Departure

6 - 7 months before arrival in Japan

4 - 5 months before Arrival in Japan

1 - 4 weeks before arrival in Japan

01 Application

Selection is done by AFS offices and cooperating organizations in each country. Strict selection criteria are set including school performance. Potential future leaders are sought, students motivated to play an active role as a bridge between their home country and Japan.



02 Selection

In accordance with the selection criteria, initial selection is conducted including interviews in each country (in some countries, interviews are conducted with the cooperation of the embassy). Application of the shortlisted applicants is reviewed in Japan for final selection.



03 Pre-departure Orientation

The selected students learn about the Kakehashi Project, AFS, and Japan before their departure from home, in order to mentally prepare for their life abroad by learning about others' study abroad experiences and through ICL® (Intercultural Learning). Courtesy visit to the embassy is carried out in some countries.



04 Final Preparation

Our association and relevant organizations in each country cooperate to support the visa procedures to ensure the students can enter and stay in Japan legally and safely. Flight ticket are arranged.

Collaboration with related organizations around the world

An Introduction to the Activities of the AFS Thailand Office

Selection Process

In collaboration with the Japanese embassies in four countries (Thailand, Cambodia, Laos, and Vietnam), we have established an application schedule and are currently accepting applications. Candidates who pass the initial document screening will undergo an online interview with embassy staff and the AFS Thailand office. Candidates selected for the final round will then participate in interviews and assessments conducted in conjunction with the respective embassies.

Pre-Arrival Orientation (First Session)

Conducted online, this session explains the program overview, objectives, schedule, and required documents to students and parents, ensuring they clearly understand the necessary administrative procedures before proceeding to the next stage.

Participant Support Orientation

During the second pre-departure orientation, we explain the program's key policies, rules, safety guidelines, and AFS's support system. For parents, we provide information on the in-person pre-departure orientation in Thailand, as well as the visa procedures and travel arrangements required around the time of the student's

departure for Japan.

Pre-Departure Orientation (In-Person)

Held in Thailand in a four-day residential format prior to departure for Japan, this program aims to prepare students for life in Japan through cultural experiences and guidance from alumni. During the orientation, emphasis is placed on adherence to program rules and fostering group cohesion. After a farewell party hosted by the Japanese Embassy, the students depart for Japan.

Post-Program Orientation

Upon returning home, students will participate in an in-person orientation in Thailand, where they will reflect on their experiences in Japan and share their insights. The orientation will emphasize their future roles as global citizens and conclude with a certificate presentation ceremony led by a representative from the Japanese Embassy.



Activities in Sri Lanka

Overview: As an AFS global partner organization, Sri Lanka implements a systematic process to recruit, select, and prepare students from Sri Lanka to participate in the Asian High School Bridge Project+.

Step 1: Student Application and Eligibility Screening

Step 2: Japanese Proficiency Test

Students will take a Japanese proficiency test that includes the following components:

- Oral Test, Listening Test, and Conversation Test
- Only students who score 150 points or higher will advance to the next stage.

Step 3: Physical Examination

Students will undergo a physical examination to assess their health and physical fitness.

Step 4: Interview and Document Verification

Students will be interviewed in both Japanese and English. Their certificates and other documents will be verified.

Step 5: Embassy Interview and Selection

Students who pass the screening will be referred to the Japanese Embassy for a final interview. The Embassy will confirm the students who have been officially selected as scholarship recipients.

Step 6: Administrative Procedures and Pre-Departure Orientation

Administrative procedures for selected students will begin. A pre-departure orientation will be held in Sri Lanka to help students prepare for life in Japan. Students will receive their visas and passports from the Japanese Embassy.

Step 7: Post-Return Orientation in Sri Lanka

Upon returning from Japan, students will participate in a post-return orientation to share their experiences and discuss their personal growth.

Graduates reaffirm their role as AFS Ambassadors and learn how to spread the AFS message.

AFS Global Affiliate Sri Lanka and the program coordinator provide thorough preparation, support, and proactive engagement—from student recruitment through post-return reflection—to ensure students can share their experiences as advocates for cross-cultural understanding.



Collaboration with Local Chapters and Host Schools Program Timeline from the Arrival to the Return Home

Baggage sorted by destination region



Cultural experience with a local AFS chapter



Arrival in Japan

Transfer to accomidation after arrival in Japan

05 Orientation

The students join in the orientation to learn about Japanese culture and lifestyle, case studies on dealing with cultural differences, and guidance on rules and manners specific to Japan including risk management, personal hygiene management, dining manners, bathing methods, traffic rules, etc. In 2020, 2021, and 2022, voluntary self-isolation period based on government



At the arrival orientation

06 Move to host community

After the orientation, the students move to their assigned host communities.



Staff explaining the travel arrangements the day before departure.

07 Local Orientation

Orientation at the host chapter / community.



Scene from the orientation at the local chapter

08 Mid-Term Orientation

The students participate in an mid-term orientation planned by their respective host chapter / community. Students are encouraged to contribute to the promotion of cross-cultural understanding at the grassroots level in the assigned place, and form a foundation to become a future bridge between their home country and Japan.



Scene from the mid-term orientation at the local chapter

09 Pre-Departure Orientation

A wrap-up orientation is held to allow the students to reflect on their experiences in Japan and to facilitate smooth readjustment after returning to their home countries. It also provides an opportunity for them to share cultural differences between their home countries and Japan with their international peers to further deepen their understanding of Japan.



10 Program completion ceremony

One representative student gives a speech in Japanese. The ceremony is held online with students participating from their individual hotel rooms. Final preparations for travel home, such as PCR tests are made, and then they fly home.



11 Graduation Ceremony and Departure Post-Return Re-entry Orientation

Support their reintegration into their home countries and prepare them to share their experiences of Japan in their communities.



Overview

Achievements

Appendix

A Day in the Life of an International Student

Panyoo, Chitsanupong
 2nd year of high school from Thailand
 2019 Participant Currently working as a legislative aide
 hostschool: Kamimura Gakuen High School
 Ichikikushikino City, Kagoshima

8:30
 Homeroom

7:00
 Cleaning and breakfast at the dormitory to start off the day

9:45~10:35
 Morning class (Cross-Cultural Understanding)

13:35~14:25
 Afternoon class (PE)

10:45~12:35
 Lunch break (in the dining room)

12:35~13:15
 Choir rehearsal

17:00
 Club activities

19:30
 With friends at the dorm

18:30
 Dinner at the dorm

20:00
 Shower and self-study time

23:00
 Off to bed

Playing ground golf and feeling relaxed, now that final tests are over

Kyudo (archery) club. Learning the Japanese spirit from etiquette in Kyudo, such as the 8 basic movements.

Boys from junior-high, high school and vocational school live together in the same

Reunions

With a teacher

With the host family

Peace Study Program Attended by Kakehashi Students

Hiroshima Peace Education

AFS Hiroshima Chapter Noriko Kawamoto

The year 2025 marks the 80th anniversary of the atomic bombing. After the bomb was dropped, red oleanders were among the first flowers to bloom on the scorched earth—a place said to be so barren that not even grass or trees could grow—giving the citizens of Hiroshima hope and courage for reconstruction, and Hiroshima achieved a remarkable recovery. Even while watching a video about Hiroshima before the atomic bombing during our preparatory lessons, one international student remarked, **It's nice that this is a park now.** It seems they cannot imagine the reality because Peace Park is so beautifully maintained. I have to explain to them, **People used to live here, many lost their lives, and after the war, this became Peace Park.**

At Peace Park, we learned about the atomic bombing by touring the museum and visiting the memorials. I was surprised to find that some of the American exchange students who participated had never heard of the atomic bombing. Eighty years spans four generations: those who were there on that day (war survivors and atomic bomb survivors), their children, their grandchildren, and their great-grandchildren. We incorporated the theme of connecting these four generations—the origin of our memories—and passing on their sentiments across the ages into the designs for our T-shirts and the covers of our activity reports. We are the only generation that can still hear directly

from atomic bomb survivors. Listening to Ms. Sadae Kasaoka's experience of the bombing and seeing how she continues to pass on her story to younger generations brought a lump to my throat. Soon, we will no longer be able to hear firsthand accounts like this. The international students were able to exchange their views on peace and reflect on the issue together.

We also held another exchange of paintings depicting the atomic bombing, created by students from Motomachi High School. We visited the high school and listened to the artists speak. They hear firsthand accounts from atomic bomb survivors and then depict what it was like at that time in their paintings. Since they did not witness the events themselves, it is very difficult to capture them in art, so they keep redrawing their works over and over again. The paintings of the atomic bombing, created by their fellow high school students, left a lasting impression on the international students as well.

War harms people; whether you win or lose, nothing good comes of it. Only sorrow remains. Wars are still being waged today. I pray that a peaceful world will be realized as soon as possible. I hope that when the exchange students return to their home countries, they will reflect on peace and take action. May the world become a place where everyone can live in safety and peace.



Nagasaki Peace Education

AFS Nagasaki Area Chie Furukawa

From a peace we know to a peace we feel

Purpose of the Program

This program is designed for Kakehashi+ and AFS exchange students staying in Japan. By visiting the actual sites of the atomic bombings, participants will learn about the importance of peace through an understanding of the horrors of war, and the program aims to provide them with an opportunity to reflect on and think critically about peace on their own.

Program Details

We conduct a peace education program for international students, which includes fieldwork at Nagasaki Peace Park and a tour of the Nagasaki Atomic Bomb Museum. By learning about the history of war, we help students understand the importance of peace. After the program, we provide an opportunity for the participating international students to deepen their connections by sharing their thoughts on



the experience over lunch.

Recent Initiatives

Over the past two years, approximately 15 international students staying in the Kyushu region have participated in peace education programs in Nagasaki.

November 2024: 8 students (Central Oita Branch, Kumamoto District, Nagasaki District)

October 2025: 7 members (Fukuoka Branch, Oita Central Branch, Kumamoto Area, Nagasaki Area)

Voices of International Students

Comments included: I had some knowledge about the atomic bombings, but the tragedy was far worse than I had imagined, I realized that violence does not lead to solutions, and that people need to respect one another and work together, and I was able to take a step toward becoming a better global citizen. Students from countries with a history of war, as well as those eager to learn about the atomic bombings, can be seen eagerly reading the materials. While the level of interest in the history of war varies from student to student, we hope that through exchanges and experiences in peace education, they will deepen their mutual understanding and gain the knowledge and perspectives necessary to live together in harmony.



Okinawa Peace Education

AFS Okinawa Area Takahiro Kato

What We Say When We Talk About War

Are there any sites in your community that could be described as **negative heritage**? Visiting places associated with tragedy requires sensitivity, and I imagine you may sometimes find it difficult to incorporate such visits into your chapter's activities, or worry that international students might perceive them as preachy. In this article, acknowledging these concerns, I would like to reflect on the significance of engaging with **negative heritage** nonetheless.



In Okinawa, remnants of the war are scattered throughout daily life, and whether we are aware of it or not, we live side by side with the memories of the war. That said, confronting the history of both perpetrators and victims is no easy task, and especially when learning alongside international students from the countries directly involved, we often struggle with how to choose our words and convey our message. So, what would happen if we avoided taking risks and chose not to broach the topic of war in our AFS activities? Certainly, in the sense of not inadvertently hurting anyone, there is a certain logic to the decision to refrain from speaking about it. However, silence does not necessarily mean neutrality. The very act of remaining silent could be interpreted as a message of **indifference**. That is precisely why I believe we must continue to search for the right words, even as we grapple with how to speak about these issues.

Confronting legacies of the past alongside



international students is an effective practice from the perspective of cross-cultural learning. By describing facts based on primary sources, attempting to interpret them from multiple perspectives—such as those of the enemy and the ally—and deepening one's own understanding while verifying these interpretations, students develop the ability to view the same events from multiple angles and understand issues structurally. Furthermore, the act of people from different backgrounds bringing their respective perspectives to the table and engaging in dialogue is significant in itself. Even if conclusions are not reached immediately, the accumulation of experiences in which we continue to think together will likely serve as the foundation for mutual understanding.

I believe that visiting a community's **legacy of pain** is essentially the same as learning from our daily experiences and failures—it is an endeavor that transforms past events into opportunities for growth. By focusing not only on the appealing aspects but also on the underlying problems and challenges, we volunteers can gain a more multidimensional understanding of the community. I feel that the value of our work lies in sharing this attitude of learning from such valuable cultural assets—our history—with international students and continuing to explore these questions together. Why not try addressing these themes in your own communities as well, in ways that fit your specific contexts?



Official Program Events

(2023– 2025)

1 . International Exchange Camp

The primary objective of this program is to deepen international exchange by having international students share school life with Japanese students in high school. This initiative aims to foster and enhance Japanese high school students' understanding of other cultures and their international literacy, while also deepening international students' understanding of Japanese society and culture, with the ultimate goal of nurturing individuals who will serve as bridges between their respective countries and regions in the future. To this end, we organize **International Exchange Camps** where international students and Japanese high school students interact, thereby promoting the development of individuals capable of thriving on the global stage. By engaging in in-depth discussions on specific themes with Japanese high school students—including global conflicts without clear solutions and issues such as global warming—this program aims to foster the next generation of leaders who will serve as bridges between international students and Japanese high school students and work to resolve the challenges facing our planet. The following is an overview of the activities conducted prior to the students' return home from fiscal year 2023 through fiscal year 2025.

Fiscal Year 2023: Life Planning Notebook

Dates: March 16–21, 2023

Venue and Format: Hotel in Tokyo; In-person

Participants: 58 students from the first cohort of the Asia Bridge Project+, 30 Japanese high school students

Overview:

The 58 students from the Asia Bridge Project



+1 cohort, representing 25 countries and regions, participated in a **Life Planning** session alongside 30 Japanese high school students from 13 prefectures across Japan at the **Asia High School Student Bridge Project+** international exchange camp held prior to their return home.

As a pre-camp assignment, each participant used a **Life Planning Notebook** to document specific details about their past, present, and future lives and careers. At the conclusion of the international exchange camp, each participant took 30 seconds to declare their goals and dreams and expressed their determination to work toward them with confidence.



Fiscal Year 2024: Value of Life

Dates: December 14–17, 2024

Venue and Format: Hotel in Tokyo; In-person

Participants: 95 students from the second cohort of the Asia Bridge Project+, 30 Japanese high school students

Overview:

The 95 students from the **Asia Bridge Project+** Cohort 2, representing 25 countries and regions, participated in the **Asia High School Bridge Project+** International Exchange Camp held prior to their return home. Together with 30 Japanese high school students from 14 prefectures across Japan, they discussed the theme of **the value of life**. Everyone shared the current situations in their own countries and regions and engaged in serious discussions about what they can and should do right now.

They seriously examined the **value of life** in light of cultural, religious, and economic disparities, discussing whether the **value of life** is equal for every individual in the international students' home countries and regions, or whether it varies significantly depending on their circumstances and backgrounds, and shared the realities facing their respective countries and regions. Afterward,

participants split into groups to discuss the topic from diverse perspectives. They deeply reflected on the meaning of **the value of life**, deepened their mutual understanding, and collaboratively envisioned a future where **the dignity of life** is protected. Working together, they identified specific actions the next generation should take as global citizens to enhance the value of every individual's life and presented concrete proposals. These proposals were also presented at the closing ceremony held on December 16 at the Ministry of Education, Culture, Sports, Science and Technology (MEXT) Auditorium.



Fiscal Year 2025: Your Future Dreams Can Shape Our World

Dates: December 13–16, 2025

Venue and Format: Hotel in Tokyo; In-person

Participants: 99 students from the 3rd cohort of the Asia Bridge Project+, and 30 Japanese high school students

Overview:

The 95 students from the 2nd cohort of the Asia Bridge Project+, representing 25 countries and regions, joined 59 Japanese high school students—all of whom were selected from 260

applicants across 44 prefectures nationwide—at the **Asia High School Student Bridge Project+**, held prior to their return home, joined by 59 Japanese high school students selected from 260 applicants across 44 prefectures nationwide. Under the theme **Dreams for the Future Move the World**, participants completed a pre-camp assignment: they engaged in self-reflection and summarized their **dreams they wish to achieve after returning home** on a single A4 sheet in their own words. During the exchange camp, while respecting everyone's dreams, they listened to one another's aspirations and shared their own visions.

These dreams were also presented at the closing ceremony held on December 14 at the Ministry of Education, Culture, Sports, Science and Technology (MEXT) Auditorium.



2 . Courtesy Visit

Fiscal Year 2023

Date and Time: Tuesday, March 19, 2023, 4:00 p.m. – 4:20 p.m.

Location: Office of the Minister of Education, Culture, Sports, Science and Technology

Visitors: 12 people

Akiko Kato, President, AFS Japan (Public Interest Incorporated Foundation)

11 graduates of the first cohort of the Asian High School Students Bridge Project+

Overview:

Eleven representatives of the first cohort of graduates from the Asia High School Student Bridge Project+ paid a courtesy call on Minister of Education, Culture, Sports, Science and Technology

Moriyama (at the time) and exchanged views on their experiences and what they learned during their approximately five-month stay in Japan.

Living in Japan allowed me to experience firsthand aspects of Japanese culture I hadn't known before. Just as the project's name suggests, I want to serve as a bridge between my home country and Japan even after returning home. I am truly grateful for the opportunity and support I received to study in Japan.

- Graduate from Vietnam

What left the strongest impression on me was how kind all my friends were to me.

- Graduate from Cambodia

Participating in club activities together has become a fond memory for me.

- Graduate from Italy

They spoke about their high school life during their stay in Japan, as well as their future plans after returning home, such as studying in Japan again.

Minister of Education, Culture, Sports, Science and Technology Moriyama (at the time) mentioned that he still cherishes the connections he formed with people he met while stationed at the OECD (Paris) about 40 years ago, and said, I hope you will continue to value the connections you've made with people in Japan. I also hope you will tell your younger peers that there are opportunities to study in Japan after you return home.

He expressed his hope that everyone would play an active role as a bridge between the two countries.



Fiscal Year 2024

Date and Time: Monday, December 16, 2024, 11:30 a.m. – 12:00 p.m.

Location: Office of the Deputy Minister of Education, Culture, Sports, Science and Technology

Visitors: 12 people

Akiko Kato, President, AFS Japan (Public Interest Incorporated Foundation)

10 graduates of the second cohort of the Asian High School Students Bridge Project+

Overview:

Ten representatives of the second cohort of graduates from the Asia High School Student Bridge Project+ paid a courtesy call on Deputy Minister of Education, Culture, Sports, Science and Technology Takebe (at the time) to exchange views on their experiences and lessons learned during their approximately five-month stay in Japan.

Making so many friends at school is my fondest memory. I have many memorable experiences, such as participating in the sports festival and the English program at an elementary school. (Graduate from Sri Lanka)

Through my life at a Japanese high school, I learned to value time and act in a planned manner. (Graduate from Indonesia)

I want to serve as a bridge between the high school where I stayed and the high schools in my home country. (Graduate from Mongolia)

They discussed their high school experiences during their stay, as well as their future plans after returning home, including the possibility of studying in Japan again as university students.

Mr. Takebe, then Vice Minister of Education, Culture, Sports, Science and Technology, also spoke about his own experiences with homestays and studying abroad as a child, saying, I remember thinking, when I first stayed abroad, that I wanted to make more friends from other countries. I hope you will help strengthen the ties between Japan and your countries.

He expressed his hope that the graduates would play an active role as bridges between the two nations in the future, and added, I also support Japanese children studying abroad in your countries.



3 . Graduation Ceremony

On the final day of the international exchange camp, a completion ceremony was held at the auditorium of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). Following opening remarks by representatives from MEXT and AFS Japan, the Ministry presented certificates of completion to each Kakehashi student. A representative of the students then delivered a speech, and the event concluded after a commemorative group photo was taken.

Fiscal Year 2023

Date and Time: Monday, March 18, 2023, 10:00 a.m. – 11:00 a.m.

Venue: Auditorium 1, 3rd Floor, Ministry of Education, Culture, Sports, Science and Technology

Representative Certificate Recipient:

● Ms. Kawamata Ashlee Haruka Ycong (Philippines / Niigata Prefectural Niigata Commercial High School)

● Representative Speech by Graduates Ms. Phutthakack Phommasane (PHOMMASANE) (Laos / Seinan Jogakuin Junior and Senior High School)



Fiscal Year 2024

Date and Time: Monday, December 16, 2024, 10:00 a.m. – 11:00 a.m.

Venue: Auditorium 1, 3rd Floor, Ministry of Education, Culture, Sports, Science and Technology

Representative Certificate Recipient:

● Ms. Sukamaran Eshaa (Malaysia / Xavier High School)
● Graduate Representative Mr. Yao Xiao (China / Kagoshima Information High School)



Fiscal Year 2025

Date and Time: Monday, December 15, 2025, 10:00 a.m. – 11:00 a.m.

Venue: Auditorium 1, 3rd Floor, Ministry of Education, Culture, Sports, Science and Technology

Representative Certificate Recipient:

● Ms. An Jimin (South Korea / Ishikawa Prefectural Kanazawa Sakuragaoka High School)

● Representative Speech by Graduates Mr. Ta Viet Bach (Vietnam / Doshisha Kori High School)



4 . Reflection Session for Host High School Teachers

We held this session for teachers at the host high schools in the 2024 and 2025 school years with the aim of gathering a wide range of candid feedback—including what went well and what posed challenges in the classroom—so that these insights could be applied to the following school year and lead to further progress.

A summary of the activities for each school year is provided below.

Fiscal Year 2024

Date and Time: March 26, 2025, 1:00 PM – 3:00 PM

Location and Format: Online via Zoom (including issue-specific breakout sessions [BOR])

Participants: Teachers from high schools hosting the second cohort of the Asia Bridge Project+, AFS staff

Overview:

On March 26, 2025, we held the **FY 2024 Asia High School Student Bridge Project+ Third Cohort Host School Faculty and Staff Reflection Meeting** online via Zoom. This meeting was held to reflect on the hosting of exchange students during FY 2024 and to identify ways to improve and enhance the program for the coming fiscal year and beyond.

Participants included faculty and staff from 26 host schools nationwide, as well as representatives from the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and staff from AFS Japan. In the first half of the session, following opening remarks and program reports from MEXT and AFS, case studies were presented by Niigata Prefectural Niigata High School and Shimane Prefectural Oki-Shimae High School. These presentations covered preparations and systems established within the schools prior to hosting exchange students, as well as examples of hosting in collaboration with local communities and municipalities. In the second half, breakout sessions (BOR, conducted via Zoom breakout rooms) were held, organized around three themes: **Impact on Current Students, Japanese Language Support, and School Life**. Participants actively exchanged ideas on each school's innovative approaches and proposals for solutions, creating a valuable opportunity for mutual learning among attendees.

Fiscal Year 2025

Date and Time: March 7, 2026, 1:00 PM – 5:00 PM

Venue and Format: Auditorium, 3rd Floor, Ministry of Education, Culture, Sports, Science and Technology

Participants: Teachers from high schools hosting the third cohort of the Asia Bridge Project+, and AFS representatives

Overview:

On March 7, 2026, the **FY2025 Asia High School Bridge Project+ 3rd Cohort Host School Faculty and Staff Reflection Meeting** was held in the auditorium of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). This meeting was organized to reflect on the hosting of exchange students during FY2025, share best practices and challenges among host schools, and foster richer international exchange in future fiscal years.

Participants included faculty and staff from 26 host schools nationwide, as well as representatives from the Ministry of Education, Culture, Sports,

Science and Technology (MEXT), facilitators, and staff from AFS Japan. The first half of the event featured opening remarks and program reports from MEXT and AFS, followed by presentations on best practices from Takatsuki High School and Ehime Prefectural Matsuyama Higashi High School, which introduced their efforts to establish school-wide systems and implement international education initiatives in collaboration with the local community. In the second half, breakout sessions were held on three themes: **Impact on Current Students, Japanese Language Support, and School Life**. While participants shared how hosting international students enhances understanding of diversity and positively impacts students' motivation to learn, challenges such as insufficient Japanese language support systems, difficulties in securing host families, and balancing school rules with diversity also came to light. There was a lively exchange of ideas regarding each school's innovative approaches and proposals for solutions, creating an opportunity for participants to learn from one another.



International Exchange Camp Discussing the Value of Life

A key change introduced with the **Asia Kakehashi Project+** was the launch of an **International Exchange Camp** held before the students returned home, bringing together Japanese high school students and participants from Asia and G7 nations involved in the project. At the 2024 camp, a **Global High School Summit** was held to discuss the **value of life**.

Participants confronted the reality of lives being lost daily across the globe due to war, immigration issues, religious conflicts, economic crises, and natural disasters caused by global warming.

During the summit, they engaged in concrete discussions on how to ensure that the lives of people everywhere are valued equally and what actions the next generation should take to achieve this.

They then gathered around a round table to hold a **World Summit** and drafted a declaration stating: **The conflicts and hardships facing our peers around the world are not of our own making. While the past should be forgiven, it must not be forgotten. We will put an end to hatred in our generation; despite our differences in nationality, region, religion, and values, we are all equal—and we believe that this conviction will guide us toward a brighter future.**



Deliberations on the declaration at the global summit

International students from India and Pakistan remarked, **Border conflicts are constant, and people in both nations have been conditioned to dislike one another; however, here in Japan, we have been able to learn and reflect together on the fact that our generation must not repeat that history.** Their words drew thunderous applause from fellow international students and Japanese high school students alike.

While the international students faced the prospect of a harsh reality upon returning home, the Japanese high school students—who do not experience conflict firsthand—gained insight into the profound inequalities of the world. Furthermore, they realized they had found peers with whom they could communicate via social media whenever they felt disheartened after returning to their respective countries. This international exchange camp—where students from around the world gather and Japanese high school students learn about global realities—holds deep significance.

Myanmar Students Who Launched Their Careers in Japan

Following the coup in Myanmar in February 2021, fourteen students from the third cohort of the **Asia Kakehashi Project**—who were due to return home in just one month—decided to remain in Japan on humanitarian grounds. Thanks to the kindness of their host families and schools, they were able to complete their high school education and take university entrance exams. They secured scholarships and went on to enroll in institutions such as Ritsumeikan Asia Pacific University (APU), Waseda University, Hokkaido University, Shizuoka University, and Sapporo International University.

Their four years of university life were busy; in addition to their academic studies, they participated in student clubs and volunteer activities, and worked part-time jobs to send money home to their families. Some students faced severe hardships—such as their parents losing their jobs or their homes being burned down—but received living expense support for the full four years from Mr. Hisao Taki, Chairman of the Board of Directors at Gurunavi, Inc.

Five students who graduated from APU this past March successfully secured employment in Japan across various sectors, including hospitality, apparel, consulting, and media. Aung Khant Nyar Bo (known as Eric) was assigned to the Coach store in Kyoto. In addition to customer service duties, he was selected for the visual merchandising team and is involved in the store's interior presentation. During his time as an **Asia Kakehashi** student, Eric had initially given up on attending university after his entire family in Yangon contracted COVID-19 and faced financial hardship; however, he secured a full-tuition scholarship. Over his four years at APU, he excelled in his studies and dance club activities while also developing an interest in fashion.

The **Asia Kakehashi** program opened the door to a new life for me, he says. I want to become a working professional and ease the burden on my parents. And someday, I want to contribute to my home country.

Meanwhile, Moe Phwint Phyu., a Guest Experience and Frontline Ambassador at Four Seasons Hotel Osaka, was nominated by guests as an outstanding employee just two months after joining the company.

Zin Wai Htun works as a management consultant for small and medium-sized enterprises. It was tough at first, but I assist these companies with overseas expansion and general business management—it is rewarding work, he says with enthusiasm.

Dreaming of the day they can return to their families, these individuals from Myanmar have begun to stand on their own two feet and take on the challenge of a new future.

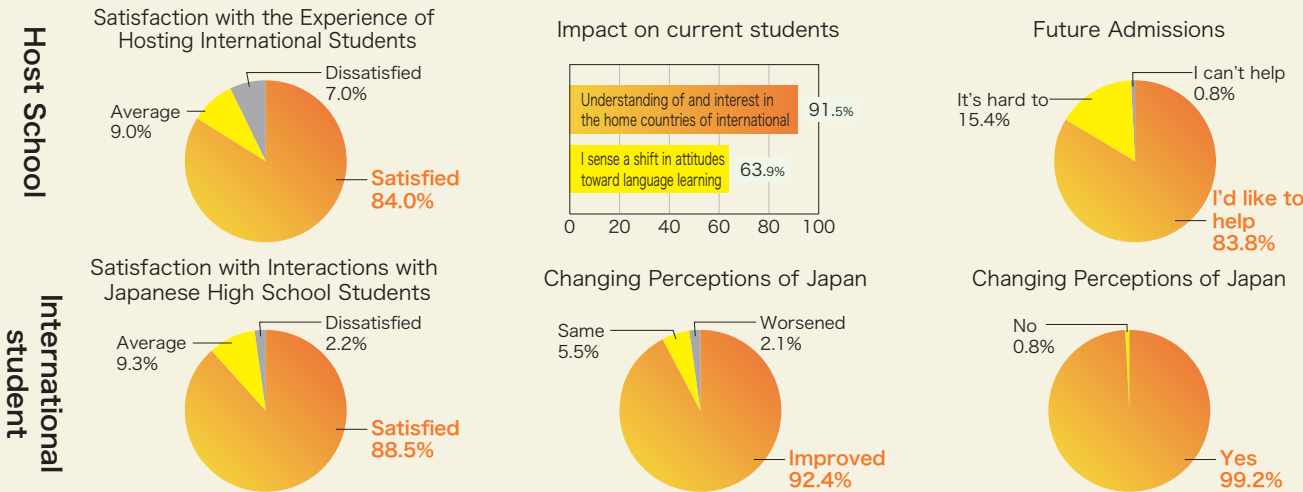


Students from Myanmar at the graduation ceremony in APU

Satisfaction with the Project

For the Asia Kakehashi Project, surveys are conducted with both host schools and participating students upon the program's conclusion. The results—covering aspects such as satisfaction with the exchange and the extent to which goals were achieved—are comprehensively evaluated to inform improvements to support systems and the program itself. Additionally, a follow-up survey conducted one year after the students return home helps assess the program's medium-term impact.

Satisfaction



	Year	Period	Number of International Students	Location	Host School
2023-2025 Asia Kakehashi Project +	2025	5 months	100	37 Pref.	82
	2024	5 months	100	36 Pref.	80
	2023	5 months	58	22 Pref.	42
2018-2022 Asia Kakehashi Project	2022	10 months	247	42 Pref.	163
	2021	6 months	249	42 Pref.	168
	2020	5 months	178	40 Pref.	108
	2019	8 months	200	37 Pref.	121
	2018	6 months	100	36 Pref.	69

*Due to the impact of the COVID-19 pandemic, the visit was postponed, resulting in a shorter stay during the 2020–2021 academic year.

Five Expected Benefits

- Many Japanese high school students experience international exchange in the classroom **without ever leaving the country**

With 40 students per class × 1,000 students = 40,000 students, we can expect this to have a positive impact.
- Enhancing Japanese high school students' **interest in studying abroad and their international awareness**

Even if you aren't confident in your English, you can interact with international students on a daily basis.
- High school students from Asia experience **Japan's education and culture firsthand**

Math, English, Home Economics, and Calligraphy are popular. I'm also going to try out some club activities.
- Building a **Network of High Schools** in Japan and Asia

Some students connected their high schools in Japan and their home countries online and engaged in exchanges.
- Developing leaders who are well-versed in each other's countries and individuals who can serve as bridges**

Survey for Host schools

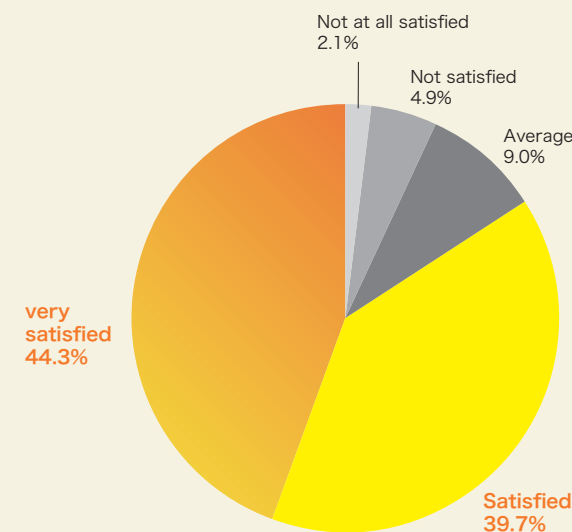
85% Responded satisfied or very satisfied

Top prefectures by number of students host over the past eight years (actual figures)

- ① Kanagawa: 121
- ② Hokkaido: 109
- ③ Osaka: 103
- ④ Aichi: 83
- ⑤ Fukuoka: 81
- ⑥ Tokyo: 69

*The percentages shown in the graphs below are based on data compiled over the eight-year period from fiscal year 2018 to fiscal year 2025, while the descriptive sections are based on survey responses from fiscal years 2023 to 2025.

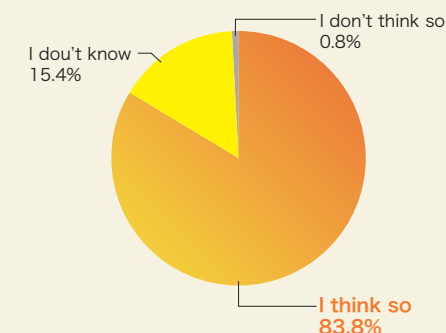
1-1 Satisfaction with the International Student Admission



1-2 Factors that contributed to satisfaction (open-ended responses: excerpts)

- He or she approached every aspect of school life with enthusiasm and had a positive influence on our students.
- He or she is diligent, outstanding, polite, eager to interact with students, and makes a significant contribution to the school.
- This is because the international student showed a genuine interest in Japan and demonstrated a proactive attitude toward learning the language and culture.
- Even without understanding Japanese, he or she came to study abroad, approached learning with a positive attitude, and communicated effectively; his or her likable personality and attitude were a positive influence on our students.
- Because the students were able to experience international exchange firsthand.
- Because the arrival of international students provided a valuable opportunity not only for current students but also for faculty and members of the local community.
- Because the students followed the school's educational guidelines well.
- While we are very satisfied with the experiences gained through hosting the students, our dissatisfaction outweighed our satisfaction regarding the students' behavior, the incidents that occurred around them, and how they were handled.
- Coming to Japan from a country with a different culture and spending an extended period of time together provided an experience that could only be gained through such a shared journey, and it proved to be a truly valuable time for our students as well.
- Although this was virtually our school's first time hosting international students and we lacked prior experience, thanks to the support of AFS and LP, the wonderful host families, the warm welcome from our students, and above all, the student's own cheerful and enthusiastic attitude toward taking on every challenge, I believe it became a tremendous learning opportunity for our students as well.
- The student made friends with students of all grades and genders, which served as a major catalyst for deepening our students' understanding of other cultures.
- We have no complaints about the exchange student, but because the stay was short, there are aspects of the student that we were unable to fully understand, and I believe the student also did not fully grasp the school or Japan.

1-3 Regarding Future Plans for Accepting International Students



1-4 Describe the reasons stated in 1.3 above (essay-style: excerpt)

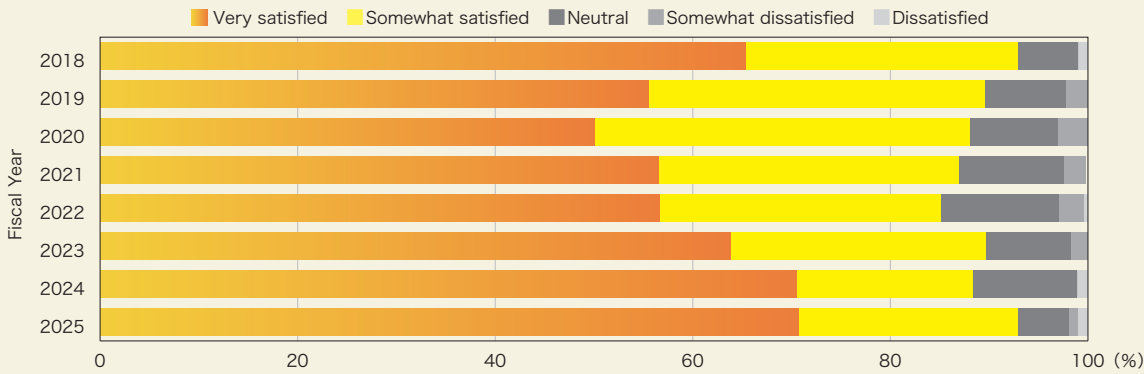
- Because I have no regrets about the students we've accepted so far.
- It allows us to experience the cultures of the international students' home countries, broadening our students' horizons and deepening their cross-cultural understanding.
- It is important to create an environment where globalization is taken for granted as part of everyday school life.
- To facilitate cross-cultural exchange among our students, and to foster mutual support and healthy competition among international students studying at our school through other programs.
- Their attitude and behavior in school, as well as their motivation to learn, were excellent.
- Because a sense of community is fostered through consistency.
- I felt this program had a high educational impact, as it not only promoted cross-cultural understanding but also led to a rediscovery of Japanese culture and increased motivation to learn English.
- Because it provided a great opportunity for our students to broaden their horizons and look beyond Japan.
- Because it significantly changes the atmosphere of the school.
- Many students at our school are interested in international exchange, and for those who want to study abroad but cannot due to financial reasons, this program provides an excellent opportunity for international exchange.
- International students from Asia are proficient in English and many are academically outstanding, so they serve as a positive inspiration to our students as fellow Asians.
- We want our students to develop a sense of self-awareness and consciousness as global citizens.
- Because it will significantly change the atmosphere of the school.
- Many students at our school are interested in international exchange, and for those who want to study abroad but cannot do so for financial or other reasons, this provides an excellent opportunity for international exchange. Since international students from Asia are proficient in English and many are academically outstanding, they serve as a positive inspiration to our students as fellow Asians.
- We want our students to develop a sense of responsibility and awareness as global citizens.

Pre-departure questionnaire

90% Responded satisfied or very satisfied

Year	2018	2019	2020	2021	2022	2023	2024	2025
Number of Responses (N)	98	173	167	214	235	58	95	99
Number of International Students	100	200	178	235	241	58	100	100
Response Rate	98.0%	86.5%	93.8%	91.1%	97.5%	100.0%	95.0%	99.0%

【Interaction with Japanese High School Students】



For the eighth consecutive year, the most common response was **very satisfied**, with over 50% of respondents selecting this option. When combining **somewhat satisfied** and **very satisfied**, approximately 90% of international students expressed satisfaction with their interactions with Japanese high school students.

Due to the spread of the pandemic, the program ended about three weeks earlier than planned in the 2019 academic year, leaving many international students unable to say goodbye or express their gratitude to their friends. In the 2020 academic year, due to delays in arriving in Japan, the program duration was shortened from 10 months to 4 months. Despite these circumstances, the percentage of students who were **very dissatisfied** was 0% in both years, while those who were **somewhat dissatisfied** remained at 2.3% (2019) and 3.0% (2020).

【JLPT Test Takers】

Level/Year	2019	2022	2024	2025
N5	56.6%(60)	72.4%(62)	45.0%(18)	38.1%(16)
N4	51.2%(22)	80.0%(60)	50.0%(10)	50.0%(9)
N3	80.0%(16)	75.0%(33)	56.3%(9)	50.0%(11)
N2	42.1%(8)	68.0%(17)	42.3%(3)	55.6%(5)
N1	33.8%(3)	77.7%(7)	75.0%(9)	57.1%(4)

In 2018, participation was optional; in 2019, 2022, 2024, and 2025, all students took the exam. The numbers in parentheses indicate the number of students who passed. Starting with the 2020 academic year (3rd cohort) and 2021 (4th cohort), arrivals to Japan were delayed due to the COVID-19 pandemic, and since participants were not in Japan during the application period, they did not take the exam.

*JLPT
A language proficiency test for non-native Japanese speakers, consisting of five levels (N1–N5) that assess linguistic knowledge, reading comprehension, and listening comprehension. It is administered twice a year in Japan and overseas.

【Reference】Japanese Language Proficiency Test (JLPT) Results
In the 2018 academic year, participation was optional; however, in the 2019, 2022, 2024, and 2025 academic years, all students took the Japanese Language Proficiency Test (JLPT*). The pass rate for the 2019 academic year was around 55%, with the exception of a few levels. Students took the exam four months after arriving in Japan; beginners took Levels N4–N5, while many with prior study experience challenged Levels N2–N3. In the 2022 academic year, the pass rate averaged 70% across all levels, with Kakehashi students achieving results that significantly exceeded the certification (pass) rate of domestic test-takers. The pass rate for the 2024 academic year was approximately 54%, and for the 2025 academic year, approximately 50%. Despite taking the exam less than four months after arriving in Japan, the results for each level were either equal to or exceeded the certification (pass) rates of domestic examinees.

Results of One-Year Post-Return Survey

One year after returning home, we surveyed graduates who are now able to view their study abroad experience objectively to see what kind of relationship they have built with Japan, as well as their current academic status.

Year	2018	2019	2020	2021	2022	2023	2024
Number of Responses (N)	94	125	113	131	169	33	41
Number of International Students	100	200	167	238	243	56	100
Response Rate	94.0%	62.5%	67.7%	55.5%	69.5%	58.9%	41.0%

【Changing Perceptions of Japan】

Satisfaction Level / Year	2018	2019	2020	2021	2022	2023	2024
Got much better	68.1%(64)	71.2%(89)	64.6%(73)	67.9%(89)	78.1%(132)	93.9%(31)	73.2%(30)
Got a little better	23.4%(22)	22.4%(28)	23.0%(26)	25.2%(33)	16.0%(27)	6.1%(2)	14.6%(6)
No change	6.4%(6)	4.0%(5)	9.7%(11)	3.8%(5)	4.1%(7)	0.0%	12.2%(5)
Got much worse	2.1%(2)	2.4%(3)	1.8%(2)	3.0%(4)	1.8%(3)	0.0%	0.0%
Got much worse	0.0%	0.0%	0.9%(1)	0.0%	0.0%	0.0%	0.0%

One year after returning home, nearly 90% of graduates on average reported that their impression of Japan had **improved**. The main attractions cited by respondents can be broadly categorized into the following five points.

Interpersonal Relationships: Kindness, thoughtfulness, school life, host family, and the positive impressions I have of the people I met while living in the dormitory
Fields: School education, environmental and public health, technology (transportation, etc.), attachment to the host community
Social Skills: Punctuality, adherence to rules, self-management (including financial matters), and consideration for others (not causing inconvenience)
Personal growth: Improving language and communication skills, and adapting to different cultures (food, weather, environment, and interpersonal relationships)
Understanding Japan: My understanding of Japan and Japanese culture has broadened and deepened since before I came to Japan and after participating in the program.

All the Japanese people I met were very kind; they wanted to be my friends and welcomed me. (+ 1st Cohort student)

Regarding graduates who answered **got much worse** or **got a little worse**, those who answered **got a little worse** explained as follows:

The experiences I had during the program—such as visiting Hiroshima Peace Memorial Park and participating in peace education sessions with atomic bomb survivors—inspired me to work for world peace and pursue a career that aligns with that goal. During my stay, I received so much kindness from the Japanese people, and I am truly grateful. On the other hand, as a foreigner with dark skin, I faced significant discrimination, which slightly tarnished my image of Japan. However, thanks to the program, I became familiar with Japanese culture and the education system, and I learned the language, which strengthened my desire to choose Japan—rather than another country—as the place to continue my studies. (3rd Cohort, India)
The Japanese people were kind and gentle, but not everyone was like that. (5th Cohort student)

【Have you introduced Japan at school or in your community?】

Year	2018	2019	2020	2021	2022	2023	2024
Yes	98.9%(93)	100%(125)	99.1%(112)	99.2%(130)	98.8%(167)	97.0%(32)	100%(41)
No	1.1%(1)	0.0%	0.9%(1)	0.8%(1)	1.2%(2)	3.0%(1)	0.0%

In fact, 99% of our graduates go on to share the significance of **ASIA KAKEHASHI** and their experiences of high school life in Japan through their alma maters, local communities, social media, video-sharing sites, and local media such as TV, radio, and newspapers, as well as by appearing at events.

I told my school friends and family about my experiences. I showed them photos of what I studied and the things I did. They were surprised and said, 'I'd love to visit Japan someday.' I also made a video about life in Japan and posted it on social media. It got a lot of reactions! (5th cohort student)

They developed a favorable impression of Japanese people. (1st-year students)
When I got home, I wrote an essay for the school website. Everyone said they were really jealous (2nd Cohort students).

【Continuing to Learn Japanese】

Year	2018	2019	2020	2021	2022	2023	2024
Yes	72.3%(68)	70.4%(88)	66.4%(75)	76.3%(100)	76.3%(129)	97.0%(32)	78.0%(32)
No, but I want to study	24.5%(23)	27.2%(34)	29.2%(33)	20.6%(27)	—%	—%	—%
No	3.2%(3)	2.4%(3)	4.4%(5)	3.05%(4)	23.7%(40)	3.0%(1)	22.0%(9)

Level/Year	2018	2019	2020	2021	2022	2024
None	31.9%(29)	23.0%(28)	67.3%(72)	51.2%(67)	—%	—%
N5	17.6%(16)	26.2%(32)	11.2%(12)	18.3%(24)	38.5%(65)	43.9%(18)
N4	14.3%(13)	23.8%(29)	10.3%(11)	12.2%(16)	23.1%(39)	22.0%(9)
N3	16.5%(15)	14.8%(18)	4.7%(5)	4.6%(6)	17.2%(29)	14.6%(6)
N2	13.2%(12)	9.0%(11)	4.7%(5)	8.4%(11)	13.6%(23)	4.9%(2)
N1	6.6%(6)	3.3%(4)	1.9%(2)	5.3%(7)	7.7%(13)	14.6%(6)

More than 80% of students are consciously continuing their Japanese language studies. Approximately 80% of graduates hope to attend a Japanese university, and for those aiming to enroll in a Japanese university, continuing their Japanese language studies can be considered a prerequisite for returning to Japan.

【Are you still in touch with the friends you made in Japan?】

Year	2018	2019	2020	2021	2022	2023	2024
Yes	80.9%(76)	74.4%(93)	86.6%(97)	98.4%(128)	98.8%(167)	100.0%(33)	97.6%(40)
I used to do it, but I don't anymore	18.1%(17)	25.6%(32)	12.5%(14)	0.0%	—%	—%	—%
No	1.1%(1)	0.0%	0.9%(1)	2.2%(3)	1.2%(2)	0.0%	2.4%(1)

On average, 89.8% of graduates remain in touch with their friends one year after returning home. They mainly stay in touch via chat apps like LINE and social media platforms like Instagram.

【Visits to the Home Country by Japanese Family Members, Teachers, and Friends】

Year	2018	2019	2020	2021	2022	2023	2024
Yes	21.3%(20)*	0.0%	0.0%	12.5%(16)	85.2%(144)	69.7%(23)	22.0%(9)
Have plans to visit	23.4%(22)	43.2%(54)	43.8%(49)	0.0%	—%	—%	—%
No	55.3%(52)	56.8%(71)	56.2%(63)	87.5%(115)	14.8%(25)	30.3%(10)	78.0%(32)

Of the 100 students in the 2018 cohort, at least 20 have been visited by guests from Japan within one year of returning home, allowing them to reunite. These guests were primarily host families, teachers, and friends (including those from school trips). There were also Malaysian students whose host families and teachers visited them separately. Starting with the 2019 cohort (who returned in March 2020), international travel was severely restricted, so no actual visits took place. Visits gradually resumed starting with the 2021 cohort, and it appears that reunions have become a reality for a significant proportion of students. Since the onset of the COVID-19 pandemic, including planned visits, approximately 90% of students from the 2022 cohort and later have been able to reunite.

Achievements (e.g., Speech Contest Awards)

Awards: Speech Contests,
Essay Contests, etc.

2018

- **Su Yuka** (China, Hachinohe St. Ursula Academy High School) **Can We Become Best Friends?**
Ibaraki Prefectural Governor's Award / Youth Award **28th Japanese Speech Contest for Foreigners**
(Organized by: Ibaraki International Association)
- **Hien Penchan** (Cambodia, Hachinohe St. Ursula Academy High School) **Japanese Is Interesting**
The 28th Japanese Speech Contest for Foreigners
(Organized by: Morioka Zonta Club) FM Iwate Award
- **Pan Havon Reas** (Cambodia, Nara Prefectural Takatori International High School) **Language and Worldview**
The 28th Nara Prefecture International Students and Trainees' Japanese Experience Presentation
(Organized by: Nara Prefecture International Education Research Council) Chairman's Award

2019

- **Tergel Dorjasuren** (Mongolia, Xavier High School)
① Grand Prize: **An Angel's Dream**
30th Japanese Speech Contest for Foreigners (Organized by: Japan Association for United Nations, Yamaguchi Prefecture Branch)
- **Abiyoga Pratama** (Indonesia, Nara Prefectural Takatori International High School) President's Award
29th Nara Prefecture International Students and Trainees' Japanese Experience Presentation
(Organized by: Nara Prefecture International Education Research Council)
- **Hiran Karnaratna** (Sri Lanka, Eisu Gakkan High School) Excellence Award
The 19th Japanese Speech Contest for Foreigners
(Organized by: International Exchange Volunteers Firas Hana, Onomichi City International Exchange Promotion Council)
- **Pranab Choudhury** (India, Osaka Prefectural Kitano High School)
I Found India in Japan Excellence Award
The 27th Japanese-Language Experience Presentation Contest for High School International Students
(Organized by: Osaka Prefectural High School International Education Research Association)
- **Doan Minh Yen** (Vietnam)
2020-2021 Ho Chi Minh City Outstanding Student Contest Japanese Language Division: First Place

2020

- **Gian Kenneth Kasuriano** (Philippines, Ehime University High School) **My Journey to Studying in Japan**
Special Award, The 17th International Student Japanese Speech Contest in Ehime 2020
(Organized by the Ehime Prefecture Association for the Promotion of Exchange with International Students)
- **Nguyen Hong Anh** (Vietnam, participated after returning home)
The 7th Hosei University Japanese Speech Contest High School Division: Selected Participant

2021

- **Yan Xintao** (China, Sapporo Seishu High School) **My First Friend**
Special Award: **Japanese Speech Contest at SIU** (Hosted by Sapporo International University)
- **Ian Carlo Cortes** (Philippines, Iwata High School)
What I've Come to See Through Learning Japanese
Guest Speaker & Commemorative Award The 60th Yukichi Fukuzawa Memorial National High School Speech Contest
(Organized by Nakatsu City)
- **Rasendriya-Aradana Aji**(Indonesia, Sakurai High School)
Kansai Dialect Is So Funny!
President's Award 30th Nara Prefecture International Students and Trainees' Japanese Experience Presentation
- **Ha Anh Nguyen** (Vietnam, Kamimura Gakuen High School)
Encouragement Award **27th Japanese Speech Contest for Foreigners**
(Organized by: Kagoshima Prefecture International Association)

2022

- **Elhembayar Yesui** (Mongolia, Xavier High School) **Toward the Light**
Excellence Award, 33rd **Japanese Speech Contest for Foreigners**
(Organized by the Japan Association for United Nations, Yamaguchi Prefecture Branch)
- **Zafira Arifia** (Indonesia, Sapporo Nihon University High School) **Where Is My Hair?**
Special Award, 4th Speech Contest at SIU
- **Tran Thu Phuong** (Vietnam, Ritsumeikan Keisho High School)
Japanese Is Wearing a Mask Too 2nd Place, 4th Speech Contest at SIU
- **Borol Oyut** (Mongolia, Kushiro Meiki High School) **I Am Marimo**
1st Place, English Reading Contest
- **Bunrood Pariya** (Thailand, Asahikawa Fusei High School) **My Dream**
30th Foreign Youth Japanese Speech Contest Commemorating the 50th Anniversary of the Asahikawa UNESCO Association: Asahikawa UNESCO Association Encouragement Award

- **Chaudhary Chandrakhan** (Malaysia, Hokkaido Asahikawa Eirei High School)
The Atomic Bombs of World War II
30th Foreign Youth Japanese Speech Contest Commemorating the 50th Anniversary of the Asahikawa UNESCO Association: Asahikawa UNESCO Association President's Award
- **Sukhumalai Dipthar** (Laos, Asahikawa Meisei High School) **My Experience in Japan**
30th Foreign Youth Japanese Speech Contest Commemorating the 50th Anniversary of the Asahikawa UNESCO Association – Asahikawa UNESCO Association President's Award
- **Arugellada Vinadinu Pama**(Sri Lanka, Hokkaido Higashikawa High School)
A 17-Year-Old Exchange Student
30th Foreign Youth Japanese Speech Contest Commemorating the 50th Anniversary of the Asahikawa UNESCO Association – Asahikawa UNESCO Association President's Award
- **Aiyumbold Anodari** (Mongolia, Asahikawa Meisei High School)
My Experiences in Homestays and Dormitory Life
30th Foreign Youth Japanese Speech Contest Commemorating the 50th Anniversary of the Asahikawa UNESCO Association – Asahikawa UNESCO Association President's Award

2024

- **Nur Danisha Damia Shaharul Azan** (Malaysia, Hiroshima Jogakuin High School)
Winner of the **World Peace Speech Contest**
(Organized by: Hiroshima Peace Center Foundation)

2025

- **Yuzhen Ou** (China, Osaka International High School)
Winner of the **64th Japanese Speech Contest for Foreigners** and recipient of the Akishima Mayor's Award (Organized by: Akishima City, the Japan Foundation, and the Association for the Promotion of International Education)



Enrollment in Japanese Universities

Post-program Education Survey

- Survey date: March 2026
- Subjects: 1,232 alumni from 2018-2025

Visits to Japan Post-Program

Visited post-program 35% For further study 33% Desire to further studies in Japan 96%

Continue to study Japanese post-program

70%

Japanese universities and vocational schools where alumni a study

National and public universities: The University of Tokyo, Kyoto University, Osaka University*, Hokkaido University, Hitotsubashi University*, University of Tsukuba, Tohoku University, Ibaraki University, Shinshu University, Nagoya University, Nagoya Institute of Technology, Toyohashi University of Technology, Shizuoka University, Kobe University*, University of Hyogo, Iwate University, Okayama University*, Kyushu University*, Kagoshima University, Yokohama City University, Osaka Metropolitan University, Hirosaki University, Maizuru National College of Technology, Kumamoto National College of Technology*, Toyota Technological Institute

Private: Keio University, Waseda University, Doshisha University, Ritsumeikan University*, Ritsumeikan Asia Pacific University (APU)*, Toyo University, Asia University, Nanzan University, Hiroshima Jogakuin University, Fukuoka Women's University, Kyoto University of Foreign Studies, Kyoto University of Advanced Science, Sapporo International University, Tokyo International University, Kyoto University of Foreign Studies, Okayama University of Science, Osaka Jogakuin University, Hokkaido Bunkyo University, Bunka Gakuen University, Teikyo University, Tama Art University, Musashino University, Taisei Gakuin University, and others

*Indicates students receiving Japanese government-sponsored scholarships or other scholarships

Vocational schools and others: Toho Gakuen Film School*, Bunka Foreign Language College*, Japan Institute of Design*, Ohara College of Bookkeeping, Law, and Tourism (Kanazawa Campus), Toyo Art College*, Tokyo Chuo Japanese Language School, Dressmaker Academy, ECC Computer College, Toyama University of Rehabilitation, Medical, and Welfare Sciences, and others

Institutions where alumni study or work in Japanese language, Japanese culture or other Japan-related fields in their home country

- South Korea: Department of Japanese Language and Culture, The Catholic University of Korea
- Indonesia: Faculty of Japanese Studies, University of Indonesia
- Laos: Department of Japanese Studies, Faculty of Letters, National University of Laos; Local staff, Public Relations and Cultural Affairs Section, Embassy of Japan in Laos
- Malaysia: Teikyo Malaysia Japanese Language Institute
- Cambodia: Department of Japanese Studies, Faculty of Foreign Languages, Royal University of Phnom Penh
- Thailand: Department of Japanese Language, Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang; Japanese Language Education Program, Faculty of Education, Khon Kaen University; Thai-Japanese Institute of Technology
- Vietnam: Japanese Language Program, National University; Da Nang University of Foreign Languages

Institutions where alumni study in other countries

- United State: Minerva University, University of Cincinnati, Swarthmore College, City University of New York, Lewis & Clark College, Bucknell University
- Canada: Centennial College of Applied Arts and Technology
- France: IUT de Roanne
- United Kingdom: University College London, Durham University, University of Birmingham
- Ireland: University College Cork
- Australia: University of Technology Sydney, Griffith University, Monash University, Greystone College Sydney
- Austria: University of Vienna
- Germany: Frankfurt School of Finance and Management
- Turkey: Hacettepe University
- Hungary: Budapest University, University of Debrecen
- Russia: Moscow State University of Civil Engineering
- Armenia: UWC Dilijan
- Bosnia and Herzegovina: Sarajevo School of Science and Technology
- China: Harbin Institute of Technology, Shanghai Lixin University, Tsinghua University, Huaqiao University, Beijing University of Science and Technology, Nanhua University (Taiwan)

Outcomes from the Participants' Perspective

Malaysia



Binti Mohd Zaki, Nur Irdina Athirah

2025 Program Participant, Yokohama Senior High School of International Studies

A Study Abroad Experience That Offered New Perspectives

For me, the Asia Kakehashi Project was a wonderful experience. At first, I was worried about whether I would be able to adjust to a new culture, but I was also excited to learn about Japanese culture and meet new people. The biggest challenge was getting used to the way Japanese people communicate and how to make friends. In my country, people are incredibly friendly—so much so that you can even

become friends with an older woman you meet at a shop. However, my happiest memories are of becoming close with friends and visiting various places together. By exploring Japanese culture with them, I was able to understand Japanese mindsets and gain new perspectives. I am truly grateful for the constant support I received from my Japanese friends, the Asia Kakehashi staff, and the many older women I met along the way.

My Greatest Treasure

I spent four months studying abroad in Ibaraki Prefecture.

My host family and school friends welcomed me not merely as an exchange student, but as a member of the family and a true friend.

For me, this study abroad experience has been irreplaceable.

I do not think I would be the person I am today had I not participated in this program.

And above all, the connections I

made with the people there are my greatest treasure.

Thailand



Jittiwatananukul, Chalisa

2025 Program Participant Ibaraki Prefectural Ota Daiichi High School

only environment and keenly felt the language barrier; however, my school life was filled with fun moments—such as introducing myself to the entire student body, participating in club activities and baseball, and going out for meals or karaoke with friends after school. I also bonded with my host family over our shared love of music; they took me to CD shops and out for delicious meals on weekends, and I felt their warmth and affection especially through the homemade bento lunches my host mother prepared for me.

An Irreplaceable Experience in Japan

Before traveling to Japan, I was anxious and afraid of becoming isolated due to potential difficulties in relationships, yet I summoned the courage to prepare for the journey. Although I was initially nervous and shy at the pre-departure training camp, I opened up as I met peers from around the world, learning a great deal and feeling a deep sense of gratitude. At my host family's home, I was suddenly immersed in a Japanese-

Connecting People, Reaching Further

My four months in Japan were an invaluable experience that allowed me to transcend barriers of language, culture, and values and forge genuine, heart-to-heart connections with others. Through interactions in school and dormitory life, I gained life lessons—such as the importance of compassion and self-reliance—that cannot be learned from textbooks. Just as Japanese friends who witnessed my study abroad journey were inspired to pursue their own experiences abroad,

this bridge is passed on from person to person, much like a relay. When young people from different nations deeply understand one another, it directly leads to the elimination of prejudice, the fostering of dialogue, and the building of a foundation for a peaceful world. This chain of connection spreading from person to person knows no borders.

I sincerely hope that this precious program continues to reach many people and serves as a cornerstone for a richer future.

Indonesia



Rumasha Ainhaya

2025 Program Participant, Osaka Prefectural Fuse High School

Yoron Island: My Second Home

I never imagined I would find an island far from my own country that I could call a second home. On Yoron Island, two host families welcomed me warmly, and I quickly felt like part of the family. The teachers at school were also incredibly kind and always supportive. The islanders treated me with such kindness, making every day on Yoron Island a special memory. I had the precious experience of swimming with sea turtles and was even able to

celebrate Diwali while in Japan. I also took part in the "Jugoya" (mid-autumn moon viewing) festival and a unique local celebration called **Tunga-Tunga**. It was a lot of fun—almost like a Yoron version of Halloween. The time I spent on Yoron Island stands out as one of the most important experiences of my life.

India



Soni, Saima

2025 Program Participant, Yoron Senior High School

Four Months of Growth

From August to December 2025, I attended Osaka International High School while living in a dormitory in Osaka. Through classes and the school festival, I gradually grew closer to my friends; I will never forget the moment the dance club members filmed a video for me. I also had the opportunity to explore various wonderful places across the Kansai region. I took on the challenge of participating in the Japanese Speech

Contest for Foreigners; beyond the award I received, the chance to exchange views with so many people was a truly valuable experience. I am deeply grateful to the LP members who supported me every day and to the teachers who provided such caring guidance. The Kakehashi Program taught me the importance of taking initiative, and I feel that I have truly grown over these past four months.

China



Wang, Youran

2025 Program Participant, Osaka International High School

Turkey



Yasmin Karamutlu

2019 Program Participant (Shimane Prefectural Oki-Shimae High School)
Currently enrolled in the Faculty of Economics at Kobe University

From a Bridge Participant to a True Bridge-Builder

My experience with the **Bridge Project** was one of the factors that led me to enroll at Kobe University. At Kobe University, I studied in the Faculty of Economics, focusing primarily on international trade. I also participated in an exchange program during my time there, which gave me the opportunity to study in South Korea. Currently, I am actively engaged in job hunting with the goal of securing employment

in Japan after graduation and working as a global professional who connects Japanese companies with the world.

Because the **Bridge Project** broadened my horizons, I now aspire to become a bridge connecting Japan and Turkey, and Japan and the world. My studies and the people I met in Japan gave me a sense of security, opportunities for growth, and the courage to step into a new world. That is why I want to use my career to give back to Japan and society.

A program that showed me a new future and goals for my life in Japan

After completing the **Bridge Program**, I developed a strong desire to pursue higher education in Japan, and I am currently studying at Tokyo International University. The decision to study in Japan was one of the most significant and meaningful choices I have made in my life, and I continue to work hard every day to achieve that goal. Through my experiences so far, I have come to deeply appreciate the

importance of the people I have met and the bonds I have formed. These connections are opening up new opportunities and guiding me toward a brighter future. I intend to continue growing while cherishing what I have gained.

Mongolia



Elhembayar Yesui

2022 Program Participant (Xavier High School)
Currently enrolled in the Faculty of Economics at Tokyo International University

A starting point that leads to future dreams based in Japan.

I am currently nearing the end of my university studies. After graduation, as a first step toward realizing my dream, I plan to join a Japanese company in Osaka. During my four years in Japan, I dedicated myself to AFS activities alongside my studies. I broadened my horizons by participating in the AFS Youth Assembly held in New York and attending conferences in the field of international relations. Additionally, starting in the fall of 2026, I plan to

launch a new AFS regional chapter. This is also one of my long-standing goals: to support international students.

Moving forward, I intend to continue my activities based in Japan. After joining the company, I plan to study to become a certified administrative scrivener, with the goal of becoming a source of support for foreign residents living in Japan.

The foundation for all of this lies in the **Asia Bridge Project**, which gave me the opportunity to study abroad in Japan. Looking back, the six years since I began my study abroad program have been incredibly rich and irreplaceable.

Sri Lanka



Tarsha Dilshan

Class of 2019 (Saku Chosei High School)
Ritsumeikan Asia Pacific University School of Asia and the Pacific, Major in International Relations and Peace Studies (Expected to graduate in September 2026)

South Korea



Choi Seung-il

2021 Program Participant (Tokai University Affiliated Gyosei High School)
Currently enrolled at Keio University, Faculty of Policy Management
Representative of the educational organization GYS (Get to know Yourself)

An experience that broadened my horizons and served as the foundation for my own challenges

During my high school years, studying abroad through the **Asia Bridge Project** allowed me to meet people from diverse backgrounds and greatly broadened my worldview.

I still keep in touch with the friends I made back then, and those connections form the foundation of my current activities and challenges.

Later, while studying at Keio University, I began to constantly

question my own values and the reasons behind my choices (Why).

Currently, through the activities of the educational organization GYS, I am creating opportunities for young people in Japan and South Korea to confront their own values and **Why**, enabling them to make choices independently.

Both the encounters I had through the **Bridge Project** and my studies at university have shaped who I am today.

I hope to continue passing on these experiences to the next generation.

Myanmar



Moe Pwint Pyu

2020 Program Participant
Graduate of the Faculty of Social Sciences (Major in Hospitality and Tourism), Ritsumeikan Asia Pacific University

An experience where I learned the importance of multicultural coexistence

I first came to Japan through the **Asia Bridge Project** when I was in high school. At the time, I had almost no experience in an international environment and felt anxious about language and cultural differences.

However, through my time in this program, as I met and interacted with people from different cultures and with different values, I learned the importance of accepting and understanding one another's differences. I realized that even if we couldn't fully communicate through words, we could still connect as long as we had the willingness

to understand each other.

The **Asia Bridge Project** aims to develop individuals who will serve as **bridges** connecting Japan, Asia, and the world, and it provides a valuable opportunity to broaden one's cross-cultural understanding and international perspective.

Through this experience, I developed a strong desire to live in an international environment. Currently, while continuing to live in Japan, I aim to work and grow within a multicultural setting.

In the future, I hope to become a **bridge** myself, contributing to society by connecting different cultures and people. I am confident that the experiences and lessons I gained from the **Asia Bridge Project** will continue to be a great source of support throughout my life.

Lessons learned from Japanese culture, kindness, manners, and the importance of time

After graduating from high school, I had the opportunity to participate in a four-month exchange program in Japan called the **Asia Bridge Project**. Through this program, I learned about Japanese culture and the kindness of the people.

I was particularly impressed by Japanese manners and the mindset of valuing time. This experience became a turning point in my life, and I realized that not only are Japanese people polite, diligent, and respectful of one another,

but their education system is also of the highest standard in the world.

This exposure to Japanese society and its advanced education system became a major motivation for me to continue my higher education in Japan. Fortunately, in 2022, I was selected as a Japanese Government Scholarship student and was granted this valuable opportunity to study abroad.

As mentioned above, once my studies in Japan are complete, I intend to return to Laos. My current plan is to pursue a graduate degree before returning to Laos and to work in Japan for about five years.

Laos



Konchi Fousyan

2020 Program Participant (Fukuchiya Seibi High School)
Graduated from Kumamoto National College of Technology,
enrolled at Toyota University of Science and Technology

Outcomes from the Perspective of Host High Schools



Iai Girls' High School (Hokkaido)

**A Valuable Experience That
Expands Our Circle of Friendship
Across the Globe**

Mr. Kiichi Inoue

In recent years, we have been hosting one international student each year. At first, we expected the program to follow a similar pattern every year, but we have come to realize the depth of this initiative as the unique personalities and character of each visiting student have significantly shaped the learning experiences of our students. Almost all of the students we hosted up until last year have returned to visit us with their families. Conversely, many of our students have traveled all the way to visit the exchange students years after they returned home. Even though their stay was only a few months, it is truly wonderful to see them fostering lifelong bonds with their host families and classmates. This year's exchange students were very proactive in introducing their home country, Italy. We arranged multiple opportunities for them to give presentations, and their creative and well-thought-out presentations were truly captivating. For many students, Italy—which had previously seemed like a distant foreign land—transformed into a familiar country that sparked their curiosity. I am certain that in the near future, some of these students will visit Italy.



Ibaraki Prefectural Ota First High School and Affiliated Junior High School

**A World That Once Felt
Distant Becomes Personal:
The Students' Remarkable
Transformation**

Mr. Makoto Kome

Participating in the **Asia Bridge Project+** provided a significant opportunity for our students to cultivate a spirit of self-acceptance and respect for others.

Our school has hosted this project for two consecutive years, welcoming exchange students from Thailand both last year and this year. During their four-month stay, the exchange students contributed not only to regular classes but also to school-wide events by giving presentations introducing their home countries and serving as advisors for the junior high school's inquiry-based learning program. These interactions provide our students with a valuable opportunity to view different cultures as something that directly concerns them.

The impact on our students is immeasurable. It fosters a desire to **take on new challenges** while cultivating an attitude of acceptance and deep understanding toward diverse values.

The **Asia Bridge Project+** has become an indispensable educational activity for our school, serving as a foundation for fostering rich personal growth—a growth that cannot be measured by test scores or standardized test results.



With Kakehashi student (right)

Kanagawa Prefectural Yokohama International High School

**It is precisely because we are
classmates who have come
from distant lands that we can
grow together**

Ms. Misato Inaiishi

As a specialized high school with an international studies program, our school aims to nurture **individuals who can thrive in the global community**. In this context, the presence of international students—who strive diligently in their studies within a cross-cultural, non-native-language environment while also serving as ambassadors for their own cultures—holds tremendous significance. By observing these students, our students are prompted to reexamine their own **common sense** and reflect on their own backgrounds; at the same time, they are able to think about and act upon their present and future paths. Furthermore, we are seeing students engage in discussions about today's challenges from more multifaceted and tolerant perspectives, and work collaboratively with others to find solutions. We are constantly amazed by the transformation in our students brought about by these international students, who are their **classmates**.



Takatsuki High School (Osaka)

**Friends from all over the world
have picked up the Osaka
dialect before they knew it.**

Mr. Takayuki Yokoyama
International Education Coordinator

Jin, an international student from the Philippines, inspired her fellow students with her positive attitude. By consistently using Japanese in class and daily life from the moment she arrived in Japan, she gradually gained the confidence to express her thoughts. During inquiry-based activities, she introduced social issues from her home country and engaged in discussions with Japanese students; the group observed how perspectives on the same topic differed from country to country. Jin's experiences and opinions sparked new insights, leading to deeper and more multifaceted discussions. He also actively participated in school events and club activities, enjoying and absorbing Japanese culture through interactions with friends. He picked up on the unique expressions of the Kansai region, and by the end, he could even be seen conversing in natural Osaka dialect. Through these daily experiences, bonds of trust and friendship that transcended national and cultural boundaries were fostered.



Takehashi student (from France, front middle) and classmates

Tokushima Prefectural Joto High School

Cross-cultural understanding
built through small, incremental
steps

Ms. Kiyomi Asao

Having international students in the classroom is no longer a novelty; it has become a common sight. Because we have consistently welcomed international students, this mindset has taken root among our students. Even though they may speak different languages, come from different cultures, or practice different religions, international students are cherished friends with whom we share our school life. Recently, not only with international students but also when students spot visitors from abroad on campus, many of them spontaneously exchange greetings, and conversations flow naturally. Considering that in the past, many students would try to keep their distance in such situations, a clear change is evident. While students may intellectually understand the importance of cross-cultural understanding and multicultural coexistence, translating that understanding into actual behavior is not easy. That is precisely why accumulating such experiences in daily life is of the utmost importance. It is these small, cumulative experiences that broaden the students' horizons and foster an attitude of respect for others.



Ms. Noguchi (in the middle) and international students (left and right)

Xavier High School (Yamaguchi Prefecture)

In a place that once felt like a
distant land, my friend's face
begins to come to mind.

Ms. Minako Noguchi

As the students spend time with the international students, their view of the world gradually shifts. This is because they begin to associate the faces of their friends with countries they used to see only in the news. And now, I feel that when they watch the news from those countries, they do so while picturing their friends' faces.

Recently, there have been more opportunities to invite international students to local events. It has become a common sight to see elementary and middle school students, along with many other community members, interacting directly with students from various countries—singing, dancing, and laughing together.

I am particularly struck by the sight of elementary school students waving goodbye to the international students at the end of these events, looking as if they are reluctant to part.

Through such exchanges, the distance between the school and the community—and between the local people and the students' home countries—has naturally grown closer.

Connecting with the world is not a special event; it is something that grows within our daily lives. I feel that as the number of countries represented by their friends increases, one by one, it broadens the students' horizons and nurtures a heart that cherishes the world.



Takehashi student with classmates

Saga Prefectural Saga Kita High School

International students,
students, and staff work
together to cultivate a global
perspective

International Exchange Coordinator
Mr. Tomoyuki Yamamoto

I want to study information security and help reduce cybercrime. When Shan shared his dream, it inspired our students to think more seriously about their own career paths. When our students tasted the date sweets Kawesha gave them, they exclaimed, **These are the ones in the geography reference book! They're so sweet!** Watching their Japanese improve before our very eyes, our staff were inspired, exclaiming, **International students are amazing!** While the students grew tremendously in a short period, the intangible impact they left on us is immeasurable. Having made friends who connect with people from other countries has convinced us that our students will surely champion international peace with a strong voice in the society of the next generation.



Takehashi student (from India, right) and Mr. Tanaka (left)

Kagoshima Prefectural Yoron High School

Interactions extending beyond
the classroom across the entire
island

Mr. Yasuhiro Tanaka

Yoron Island, where our school is located, is a small island with a circumference of approximately 23 kilometers and a population of about 5,000. This marks the first time our school has welcomed an international student; Saima, a student from India, has joined our class of 22 students. The students were surprised and deeply inspired not only by differences in language and lifestyle, but also by differences in how things are perceived and how the future is approached. Sima, who is interested in politics, spoke earnestly about her dream of studying at a Japanese university to become a diplomat in the future. Her passion moved the students and prompted them to reflect on **how they want to live their own lives**. Additionally, driven by her desire to **share Indian culture**, she proposed holding the Indian festival **Diwali**. With the help of many local residents and the ALT, we managed to organize the event at the local community center. On the day of the event, many local residents visited, experienced a different culture, and shared smiles. Her efforts on Yoron Island brought about a tangible change not only in the students but also in the hearts of the local community. We truly feel that the positive impact of meeting this one international student extended beyond the classroom and spread throughout the entire island.

Outcomes from the Perspective of Current Students

Lessons from International Students Who Give It Their All

Iai Girls' High School **Maya Iseya**



Kakehashi student (left) and Ms. Iseya (right)

The five months I spent with the international student who sat next to me brought about a major change in me. What did she give me? Memories? Cross-cultural exchange? It was more than that. Among the many things she shared, her **enviable language skills** and **proactive attitude toward everything** left the deepest impression on me. I was always overwhelmed by her dedication to giving her all. I couldn't hide my surprise when I heard that Japanese was her fifth language. Furthermore, while many people feel a bit hesitant about giving presentations, her confident and articulate delivery struck a chord with me and gave me goosebumps. She is someone who can express her individuality with confidence, even when her surroundings change. Witnessing this firsthand, I became determined not to be outdone by her and to take on new challenges without hiding my own personality.

What I saw through the binoculars the international student gave me

Kanagawa Prefectural Yokohama International High School
Sora Morisako, Tsubaki Watanabe

Before I met Attila, my knowledge of Malaysia and Islam was limited to what I had learned in school, but as we spent time together, they became much more familiar to me. By choosing meals together and coordinating our schedules around prayer times, I was able to experience the culture firsthand. I wanted to become closer friends with Attila, who is kind, studious, and has a strong spirit. As I tried my best to talk to her in Japanese and English, I learned the importance of clearly organizing my thoughts and what I wanted to convey. Through this experience, I've come to want to study abroad or visit Attila myself—I want to take the initiative to immerse myself in a different culture. I also realized that interacting with others leads to personal growth, which sparked my interest in careers that support human connections.



From left to right in the photo: international student Attila (Malaysia), Watanabe (center), and Morisako (right)

An encounter that inspired me to learn

Takatsuki High School (Host Family) **Naotaro Hirano**

Jin loves anime and started learning Japanese because of it. Watching him, I realized the importance of learning through things you love. It made me incredibly happy and proud that he holds Japanese anime and culture—the culture of my own country—in such high regard. Even in an unfamiliar environment, Jin never complained and tackled everything with a positive attitude. I'll always remember when he told me, **Having this kind of experience feels like a dream come true**. Even though he must have faced many challenges, seeing him always tackle new things with such a bright attitude inspired me to take on more challenges myself. Meeting a friend whom I can truly respect as a fellow high school student, despite our differences in nationality and culture, has become a great treasure to me.



Kakehashi student (3rd from the left) and host family

It's just like It's a Small World!

Tokushima Prefectural Joto High School **Anju Kume**



Kakehashi student (right) and Ms. Kume (left)

abroad! The UK and Japan are completely different in terms of language and culture. But whether it was sharing a love for the same foods and anime, getting sleepy at the exact same moment during class, or running as fast as we could to catch a train, I realized that a 16-year-old girl from rural Japan and a 16-year-old girl from urban London were really no different at all. It made me realize that the differences between countries are actually quite small.

That exchange student was the most studious person I've ever met. She found joy in learning, and she inspired me a lot. I truly admire her. One of my fondest memories is practicing **reverse language exchange** with her during our commutes and lunch breaks. That experience made me like English even more and motivated me to want to get better at it. Right now, I'm working hard at my studies in preparation for our reunion!

Having never left Japan, my only real connection to the outside world had always been the ALT teachers at my school. The world I saw in the news and on maps felt so vast and distant. So, for me, this exchange student was my very first friend from

Building Connections with International Students



Kakehashi student (left) and Ms. Kishiwada (right)

I first met the international students from Kakehashi at the dormitory of my high school, Xavier High School.

Xavier High School is very active in international exchange, and I've spent time with many international students, including students from Mongolia and South Korea. Among them, the

Xavier High School Ayane Kishiwada

students from the Kakehashi program left the strongest impression on me. Living together in the dormitory, I was delighted by their friendly personalities and their willingness to strike up conversations with me. We enjoyed shopping, playing games, and having girl talk together—our days were filled with smiles.

Since we communicated using the languages we were studying, English and Japanese would sometimes get mixed up. I remember how we learned so much from each other even in the midst of everyday life, with exchanges like, **That nuance sounds more natural this way**, or **How do you say this in Japanese?** There are so many other precious memories I can't possibly list them all. On the day of our farewell, even though the Kakehashi exchange students were leaving early in the morning, all of us dorm students woke up early to see them off, tears streaming down our faces.

The memories I share with the Kakehashi students are wonderful and unforgettable for me and everyone else. I hope this circle of friendship will continue to grow and reach even more people.

How International Students Changed Me

An international student helped me change. Kawisha, an international student, actively participated not only in Japanese-language classes but also in activities like tea ceremony and table tennis, speaking Japanese without fear of making mistakes. To me—someone who was too afraid of failure to take on new challenges—her attitude seemed incredibly admirable, and it gave me the courage to take a new step forward. I am now studying hard every day to realize my dream of eliminating educational inequality around the world. I was able to make this decision because she was there for me. I want to continue my efforts while remaining grateful for this encounter.

Saga Prefectural Saga Kita High School Saki Kusaba



Kakehashi student (right) and Ms. Kusaba (left)

A friend who lowered the hurdle for trying new things

I spent some truly precious and enjoyable time with Saima, an international student—attending classes together, eating meals, helping to liven up the cultural festival, and going out on our days off. At first, I was filled with anxiety about how I would get along with someone who didn't speak Japanese. I wasn't very good at English either, but I managed to keep the conversation going by using gestures and a mix of Japanese and broken English. As we spent more time together, we gradually became closer, and eventually, I was able to hold normal conversations on a daily basis. Through this experience, I was strongly reminded that **you should just give things a try**. It was Saima who lowered the barrier to taking on new challenges, showing me that if you just give it a shot, things tend to work out surprisingly well.

Kagoshima Prefectural Yoron High School Hon Honoka



Ms. Hon (right) and Ms. Saima (second from right)

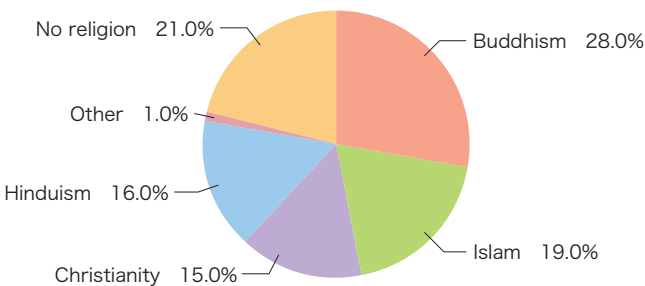
Religious Affiliations of Kakehashi Students (2018–2025)

[Diversity Among International Students]

One of the defining characteristics of AFS students is their diverse cultural backgrounds, including their religious beliefs. During their stay in Japan, AFS Japan has worked daily with schools, host families, dormitories, and volunteers to ensure that each student's religious dietary restrictions and other needs are met. The following chart shows the percentage of students by religion who came to Japan over the eight-year period from 2018 to 2025.

	Year	Buddhism	Islam	Christianity	Hinduism	Judaism	Other	No religion	No response
2023-2025 Asia Kakehashi Project +	2025 (3rd Cohort)	28	19	15	16	0	1	21	0
	2024 (2nd Cohort)	22	25	14	15	0	2	18	2
	2023 (1st Cohort)	14	9	8	7	0	0	18	1
2018-2022 Asia Kakehashi Project	2022 (5th Cohort)	76	56	37	25	0	4	46	2
	2021 (4th Cohort)	57	59	41	21	0	2	48	7
	2020 (3rd Cohort)	66	40	25	16	0	0	34	2
	2019 (2nd Cohort)	64	45	33	20	1	0	37	0
	2018 (1st Cohort)	35	20	18	9	0	0	12	6

[Religious Affiliation by International Students]



Outcomes from the Perspective of Volunteers

Our Vitality

Hokkaido **Seina Yoshida**

The growth of the foreign student being seen in remaining a volunteer of the foreign student support, the discovery that is new for oneself and the thing that I can experience. This is because there is interchange after returning home.

The bridge student has the student from country which is not rich economically. It is excellent in the mother country, but there is the good student who goes to school for a scholarship because I cannot go to school economically.

There is a student sleeping during class in Japan. I was reminded of that I could study by the words of the student to be too good though I had a chance to study by the thing that was not before it per valuable thing.

Because electricity was usable per day only for several hours, I cooked for hours and might be surprised at pot soil.

I informed you that it was the dispute with the neighboring country, and the area where the student who returned home lived in might be dangerous and have been relieved in having been safe.

I am reminded of that the peace is not natural by you.

I have been working as a volunteer for many years, but the student of the different country comes every year. I feel in particular that it leads to cross-cultural understanding to accept an Asian go-between student.

In addition, the exchanges with the student who returned home are very nice. The story that a story and former foreign student who a host family visited a former foreign student, and were welcomed warmly by the family became the volunteer staff, and did orientation about life in Japan to the next bridge student. The news such as employment having been decided in Japan which passed the Japanese university becomes our vitality.



I like helping people

Niigata Prefecture **Hiromi Matsunaga**

I had always wanted to be a small part of someone's growth process.

I had always been interested in people living different lives than those in Japan, so when I found an advertisement for host families, I applied.

From there, I continued to connect with host families and young people from various countries for over a decade.

Through AFS activities, I encountered many different situations.

Host families and local people, upon hearing the names of countries they had previously overlooked, naturally began to listen and picture the faces of international students from those countries.

International students from countries with which there were concerns laughed and said, **That's a matter between the governments. We're all good friends.**

Students from countries with mandatory military service accept it as a matter of course.

In the current global situation, I learn a great deal from listening to the stories of international students.

I received a message from an international student I hadn't seen in 14 years.

I deeply respect and cherish all of you who support high school students around the world and bring about significant changes in our lives.

These words are my greatest treasure and a great source of encouragement in my work.



Helping students bloom

Tokyo **Maki Suzuki**

Previously, I hosted international students, but in recent years, I've had the opportunity to gain new experience as a Long-Term Support (LP). Preparing for international students to settle in smoothly after their arrival is like cultivating the soil before planting seeds. It often requires imagination and new knowledge, and there are challenging moments, but I see it as a crucial period for developing an acceptance of international students and their culture.

What I can do for each international student, who has different anxieties and worries, is to accept and empathize with their background and feelings.

I hope that this will lead to a fruitful study abroad experience where they can express their individuality. I myself enjoy it, and I'm proud to be able to help these young people blossom.



The growth of students and connections to the future

Shizuoka Prefecture **Mitsutaka Takeda**

The Shizuoka branch, with the cooperation of Shizuoka Seikogakuin, welcomes many Kakehashi students into its dormitory every year. In particular, one Kakehashi student from India studied at the school for another year on a private scholarship after completing the program, and is now enrolled at Shizuoka University. Now a second-year university student, he works as a volunteer staff member for the Shizuoka branch, supporting past and current exchange students and playing a central role in the branch. We hope that many more Kakehashi students will continue to become bridges between the branch and Japan in this way.



An irreplaceable sense of fulfillment

Nara Prefecture **Emi Kurihara**

It's fascinating to have international students come from various countries, including some that I'm not very familiar with. While there are challenges, I enjoy supporting them as an LP (Learning Partner) and sometimes as a host family.

There are times when understanding differences in perspectives is difficult and confusing, but every student in the Bridge Project is hardworking, and with the support of experienced volunteers, they've been able to overcome these difficulties.

Even though they are international students, we are all human beings, and it is incredibly rewarding when we can understand each other and connect on an emotional level.

The smiles they show me when they see me off at their departure make all the hard work feel worthwhile. The sense of fulfillment I gain from deeply understanding not only the international students but also their host families is something invaluable, different from that of work.

I'm happy that I can be of service by doing things like helping them study Japanese, chatting at cafes (or going to my favorite concerts), and simply being a little more mindful in my everyday life.



Treasures I encountered only through volunteering

Hiroshima Prefecture **Tatsuhiro Doi**

My involvement with AFS began twelve years ago. When we first welcomed a student from Finland, the staff who supported my family, who were completely clueless, were incredibly kind and, above all, seemed to enjoy their work. Seeing how enthusiastically they supported the student despite being volunteers, I naturally thought, **I want to be a part of this**, and that became my first step as a volunteer.

Since then, many international students have visited this region, returning home with a variety of thoughts and feelings. Even after returning home, they continue to stay connected with their host families, sometimes visiting Japan or inviting them to their weddings. These long-lasting relationships are a great joy for us who hosted them.

Supporting international students with different cultures and personalities, in cooperation with host families and teachers at host schools, was more challenging than we had imagined. However, the fact that the volunteer staff can help each other and overcome these challenges is because we can see the growth of the international students, even during their short stay.

The goal of AFS activities is not only for international students but for everyone participating

in this program to grow. In particular, we believe that the host families and host schools who welcome the students will learn a great deal from living together with them. We, the staff, feel that supporting them also contributes to our own growth.

Saying goodbye to these grown-up international students is very sad, but at the same time, it fills me with anticipation for what kind of students will come next. It's these wonderful encounters and farewells that motivate me to continue volunteering.

The growth that the international students show, the warm connections spreading throughout the community, and the bonds that continue beyond national borders—all of these are invaluable treasures to me. I want to continue building bridges of international exchange in this region.



Bridging Community and the World, Through a Teacher's Eyes

Oita Prefecture **Yamato Hiromatsu**

My connection to AFS began in 2018, when I was teaching at a high school that hosted exchange students. My focus was simple: create a classroom where host students and exchange students could challenge and grow alongside each other. Many of the KAKEHASHI students I welcomed came from countries rarely represented in typical exchange programs, and I believe those encounters gave my students experiences they couldn't have found anywhere else.

That experience eventually led me to register as an AFS volunteer, and today, as a chapter president, I oversee the full journey of an exchange student. The role has given me a much wider view of what it means to support an exchange student. In November 2025, that view expanded further still, when I traveled to Spain for the Chapter Leaders Summit and met volunteer leaders from across the AFS world. What struck me was, on top of the scale of the network, the personal, individual passion of each volunteer I met — the very thing I believe makes the AFS experience what it is.

I often think back to my own time studying abroad, and the people who supported me along the way. Volunteering, for me, is about passing that same support forward. That sense of purpose has only deepened in

recent years as my own life has progressed. Raising my child has changed the way I see exchange students — no longer just as program participants, but as someone's child, at a precious stage of their life. It makes me wonder whether my own child will study abroad one day, and whether they'll be looked after with the same care. That thought is a reminder of just how much AFS's mission depends on the goodwill of its volunteers.

In March 2026, I took on a new role as facilitator at a reflection session for teachers at KAKEHASHI host schools, where I met educators from across the country who work tirelessly for their exchange students. The experience left a lasting impression on me. I'm now convinced that closer collaboration between schools and AFS is the key to a richer program going forward — and I hope to keep growing as part of **KAKEHASHI (bridge)**, carrying forward both AFS's long history and the human connections that volunteers make possible.



A future society born from mutual respect

Okinawa Prefecture **Seiya Tamashiro**

I, too, was once a student exchange student and received warm support from the local people. Based on that experience, I hoped to one day be on the side of supporting international students coming to Japan, and that's why I joined AFS as a volunteer. While working with AFS, I also want to actively provide opportunities for international exchange and cross-cultural understanding to students who, despite their interest in the subject, have limited opportunities to go abroad. Whenever I see the earnest efforts of students who, despite being confused by language and cultural differences, try their best to convey their thoughts and try to understand each other, I feel that friendships that transcend national borders are truly being born. I believe that these encounters broaden the horizons of young people, cultivate a spirit of mutual respect, and become a force that will support the society of the future.



Asia Kakehashi Project
Host Schools and Students by Prefecture: 2018

Prefecture	Host Schools	Students Hosted	Prefecture	Host Schools	Students Hosted
Hokkaido	4	5	Shiga	1	1
Aomori	1	1	Kyoto	3	8
Iwate	—	—	Osaka	4	6
Miyagi	1	2	Hyogo	4	4
Akita	—	—	Nara	1	1
Yamagata	—	—	Wakayama	—	—
Fukushima	1	1	Tottori	1	1
Ibaraki	2	3	Shimane	2	2
Tochigi	—	—	Okayama	2	3
Gunma	—	—	Hiroshima	1	1
Saitama	1	1	Yamaguchi	2	7
Chiba	1	1	Tokushima	—	—
Tokyo	4	4	Kagawa	1	1
Kanagawa	7	13	Ehime	—	—
Niigata	1	2	Kochi	—	—
Toyama	1	1	Fukuoka	3	8
Ishikawa	1	1	Saga	1	2
Fukui	—	—	Nagasaki	1	1
Yamanashi	—	—	Kumamoto	1	1
Nagano	1	1	Oita	1	2
Gifu	2	3	Miyazaki	2	2
Shizuoka	2	2	Kagoshima	1	1
Aichi	5	5	Okinawa	1	1
Mie	1	1	Total	69	100
National high school		Public high school	Private high school		Total
Schools	4	28	37		69
Students Hosted	4	31	65		100

List of host high schools

Hokkaido Shizunai High School, Hokkaido Noboribetsu Asu Secondary School, Sapporo Sacred Heart Girls' Academy High School, Sapporo Nihon University High School, Hachinohe St. Ursula Academy High School, Miyagi Gakuin High School, Toyo University Ushiku High School, Meikei Gakuen High School, Niigata Seishin Girls' High School, Futaba Mirai Gakuen High School, Reitaku High School, Urawa High School, Shinagawa Girls' Academy High School, Kosei Gakuen Girls' High School, Tokyo Gakugei University International Secondary School, International Christian University High School, Yokohama Science Frontier High School, Soshinshogakko High School, Hosei University International High School, Tokyo City University Shiojiri High School, Seisen Girls' Academy High School, Kumon International Academy High School, Yokosuka High School, Yokosuka Comprehensive High School, Fujieda Meisei High School, Aichi Prefectural Jishukan High School, Aichi Prefectural Asahigaoka High School, Nagoya University Faculty of Education High School, Meijo University High School, Aichi Prefectural Kiso River High School, Yokkaichi High School, Seki High School, Ogaki North High School, Ishikawa Prefectural Komatsu High School, Toyama International University High School, Fuji Seishin Girls' Academy High School, Omi Kyodai High School, Ritsumeikan Uji High School, Ritsumeikan High School, Takatsuki High School, Seigaku Gakuen High School, Akashi National College of Technology, Nara Prefectural Takatori International High School, Fukuchiyama Seibi High School, Doshisha Kori High School, Osaka Prefectural Yuhigaoka High School, Hyogo Prefectural Itami High School, Hyogo Prefectural Hokusetsu Mita High School, Kobe University Affiliated Secondary School, Tottori Prefectural Tottori Nishi High School, Shimane Prefectural Oki-Shimae High School, Shimane Prefectural Izumo High School, Seishin Girls' High School, Kinko Gakuen High School, Hiroshima Municipal Hiroshima Secondary School, Xavier High School, Yamaguchi Prefectural Ube High School, Kagawa Prefectural Miki High School, Nakamura Gakuen Girls' High School, Seinan Gakuin High School, Fukuoka Prefectural Asakura High School, Nagasaki Prefectural Nagasaki Higashi High School, Yatsushiro Shirayuri Gakuen High School, Iwata High School, Nichinan Gakuen High School, Miyazaki Prefectural Nichinan Shintoku High School, Okinawa Shogaku High School, To-Meikan High School, Kagoshima Prefectural Kikai High School (in no particular order)

Asia Kakehashi Project
Host Schools and Students by Prefecture: 2019

Prefecture	Host Schools	Students Hosted	Prefecture	Host Schools	Students Hosted
Hokkaido	8	20	Shiga	—	—
Aomori	1	1	Kyoto	4	11
Iwate	1	1	Osaka	10	15
Miyagi	3	7	Hyogo	6	6
Akita	—	—	Nara	2	2
Yamagata	—	—	Wakayama	2	2
Fukushima	3	4	Tottori	1	1
Ibaraki	2	6	Shimane	2	2
Tochigi	—	—	Okayama	2	3
Gunma	1	1	Hiroshima	3	3
Saitama	2	2	Yamaguchi	2	7
Chiba	3	3	Tokushima	—	—
Tokyo	7	7	Kagawa	1	1
Kanagawa	15	26	Ehime	2	2
Niigata	2	3	Kochi	1	1
Toyama	—	—	Fukuoka	2	12
Ishikawa	2	2	Saga	2	2
Fukui	1	1	Nagasaki	—	—
Yamanashi	—	—	Kumamoto	2	2
Nagano	5	15	Oita	1	2
Gifu	2	3	Miyazaki	—	—
Shizuoka	4	7	Kagoshima	3	4
Aichi	10	12	Okinawa	1	1
Mie	—	—	Total	121	200
National high school		Public high school	Private high school		Total
Schools	6	53	62		121
Students Hosted	6	63	131		200

List of host high schools

Sapporo Nihon University High School, Asahikawa University High School, Sapporo Shinyo High School, Sapporo Seishu High School, Okushiri Town Hokkaido Okushiri High School, Hokkaido Shizunai High School, Hokkaido Noboribetsu Asu Secondary School, Hokkaido Higashikawa High School, Hachinohe St. Ursula Academy High School, Iwate Prefectural Kokata High School, Miyagi Prefectural Sendai Nika High School, Sendai Shirayuri Gakuen High School, Miyagi Gakuin High School, Fukushima Prefectural Tadami High School, Fukushima Prefectural Futaba Mirai Gakuen High School, Koriyama Women's University High School, Toyo University Ushiku High School, Meikei Gakuen High School, Gunma Prefectural Chuo Secondary School, Saitama Prefectural Hanyu Daiichi High School, Saitama Prefectural Iwatsuki High School, Reitaku High School, Uekusa Gakuen University High School, Mobara Hokuryo High School, Tokyo Gakugei University International Secondary School, Keimei Gakuen High School, Hosei University High School, International Christian University High School, Fujimi High School, Yamawaki Gakuen High School, Kosei Gakuen Girls' High School, Kanagawa Prefectural Fujisawa Comprehensive High School, Kanagawa Prefectural Yokosuka High School, Kanagawa Prefectural Yokohama Hiranuma High School, Kanagawa Prefectural Yokohama International High School, Kanagawa Prefectural Kashiwa High School, Yokohama Municipal Yokohama Science Frontier High School, Yokosuka Municipal Yokosuka Comprehensive High School, Yokohama Futaba High School, Caritas Girls' High School, Seisen Girls' Academy, Sagami Women's University High School, Kumon International Academy High School, Soshinsho Girls' School High School, Hosei University International High School, Yokohama Suiryu High School, Niigata Prefectural Niigata High School, Niigata Seishin Girls' High School, Ishikawa Prefectural Komatsu High School, Shizuoka Prefectural Mishima North High School, Shizuoka Seiko Gakuin High School, Fuji Seishin Girls' Academy High School, Seirei Christopher High School, Aichi Prefectural Showa High School, Aichi Prefectural Jishukan High School, Aichi Prefectural Handa High School, Aichi Prefectural Shinkawa High School, Aichi Prefectural Oboku High School, Nagoya University Faculty of Education Affiliated High School, Nagoya Municipal Kita High School, Meijo University Affiliated High School, Aichi Keisei High School, Seirei High School, Fukuchiyama Seibi High School, Ritsumeikan High School, Ritsumeikan Uji High School, Kyoto Prefectural Toba High School, Osaka Kyoiku University Affiliated High School (Hirano Campus), Takatsuki High School, Seigaku Gakuen High School, Naniwa High School, Myojo High School, Osaka Prefectural Senri High School, Osaka Prefectural Nagano High School, Osaka Prefectural Kitano High School, Osaka Prefectural Yuhigaoka High School, Osaka Prefectural Fuse High School, Hyogo Prefectural Itami High School, Hyogo Prefectural Hokusetsu-Sanda High School, Hyogo Prefectural International High School, Kobe University Affiliated Secondary School, Kobe Yamate Girls' High School, Ashiya Gakuen High School, Nara Prefectural Takatori International High School, Ikuei Nishi High School, Wakayama Prefectural Hidaka High School, Wakayama Shinai High School, Seisho Kaichi High School, Shimane Prefectural Oki-Shimae High School, Shimane Prefectural Izumo High School, Seishin Girls' High School, Kinko Gakuen High School, Hiroshima University Affiliated Fukuyama High School, Hiroshima Jogakuin High School, Eisugakuen High School, Yamaguchi Prefectural Ube High School, Xavier High School, Kagawa Prefectural Takamatsu North High School, Ehime Prefectural Matsuyama East High School, Ehime Prefectural Uwajima South Secondary School, Kochi Prefectural Kochi West High School, Fukuoka Daiichi High School, Nakamura Gakuen Girls' High School, Saga Prefectural Saga Agricultural High School, Saga Prefectural Takeo High School, Kumamoto Prefectural Saiseiko High School, Yatsushiro Shirayuri Gakuen High School, Iwata High School, Kagoshima Prefectural Konan High School, Ikeda Gakuen Ikeda High School, Kamimura Gakuen High School Division, Okinawa Shogaku High School (in no particular order)

Asia Kakehashi Project

Host Schools and Students by Prefecture: 2020

Prefecture	Host Schools	Students Hosted	Prefecture	Host Schools	Students Hosted
Hokkaido	10	18	Shiga	—	—
Aomori	1	2	Kyoto	3	11
Iwate	1	2	Osaka	6	11
Miyagi	1	1	Hyogo	3	4
Akita	1	1	Nara	2	4
Yamagata	2	3	Wakayama	1	1
Fukushima	1	1	Tottori	2	2
Ibaraki	1	1	Shimane	1	1
Tochigi	1	6	Okayama	1	2
Gunma	3	3	Hiroshima	1	1
Saitama	1	1	Yamaguchi	1	6
Chiba	3	3	Tokushima	2	4
Tokyo	10	10	Kagawa	—	—
Kanagawa	13	20	Ehime	2	2
Niigata	2	3	Kochi	—	—
Toyama	1	1	Fukuoka	4	12
Ishikawa	2	2	Saga	2	2
Fukui	1	1	Nagasaki	—	—
Yamanashi	—	—	Kumamoto	—	—
Nagano	3	6	Oita	1	3
Gifu	2	2	Miyazaki	1	1
Shizuoka	1	1	Kagoshima	4	8
Aichi	8	12	Okinawa	2	3
Mie	—	—	Total	108	178

	National high school	Public high school	Private high school	Total
Schools	4	47	57	108
Students Hosted	5	57	116	178

List of host high schools

Ritsumeikan Keisho High School, Morioka Shirayuri Gakuen High School, Sendai Nika High School (Miyagi), Tokyo University of Agriculture and Technology Second High School, Gunma Prefectural Chuo Secondary School, Waseda University Honjo High School, Niigata Prefectural Niigata Commercial High School, Niigata Seishin Girls' High School, Urawa Gakuin High School, Toyo University Ushiku High School, Narita International High School, Matsudo International High School, Matsudo Municipal Matsudo High School, Kosei Gakuen Girls' High School, The University of Tokyo Faculty of Education Affiliated Secondary School, Juntendo High School, Hosei University High School, Obirin High School, International Christian University High School, Kodaira High School, Fujimi High School, Yokohama Municipal Higashi High School, Yokohama Futaba High School, Yokohama Suiryō High School, Sagami Women's University Senior High School, Kanagawa Prefectural Kashiwa High School, Nagano Prefectural Shiojiri Shigakukan High School, Iida Kazukoshi High School, Toyama International University High School, Komatsu Municipal High School, Kanazawa University School of Human and Social Sciences, Department of School Education High School, Koshi High School, Gifu Agricultural and Forestry High School, St. Mary's Girls' Academy High School, Aichi Prefectural Tsushima High School, Chubu University First High School, Nagoya Municipal Kita High School, Aichi Prefectural Obu Higashi High School, Aichi Prefectural Showa High School, Aichi Keisei High School, Takatsuki High School, Baika High School, Osaka Kyoiku University High School (Hirano Campus), Kobe Yamate Girls' High School, Kobe Jogakuin High School, Nara Prefectural International High School, Tottori Prefectural Kurayoshi Higashi High School, Seisho Kaichi Junior and Senior High School, Seishin Girls' High School, Hiroshima Jogakuin High School, Xavier High School, Ehime University High School, Ehime Prefectural Matsuyama Higashi High School, Fukuoka Daiichi High School, Fukuoka Futaba High School, Nakamura Gakuen Girls' High School, Iwata High School, Miyazaki Prefectural Honjo High School, Asahikawa Meisei High School, Hokkaido Higashikawa High School, Hokkaido Noboribetsu Asu Secondary School, Sapporo Nihon University High School, Sapporo Shinyo High School, Sapporo Seishu High School, Hokusei Gakuen Girls' High School, Hokkaido Kushiro Meiki High School, Hachinohe St. Ursula Academy High School, Akita Minami High School, Kuri Gakuen High School, Yamagata Higashi High School, Fukushima Prefectural Futaba Mirai Gakuen High School, Meikei Gakuen High School, Yamawaki Gakuen High School, Caritas Girls' High School, Aso High School, Yokohama Municipal Yokohama Science Frontier High School, Hosei University International High School, Kumon International Academy High School, Minato Comprehensive High School, Seisen Girls' Academy High School, Yokosuka Municipal Yokosuka Comprehensive High School, Saku Chosei High School, Seirei Christopher High School, Nagoya University of Economics Ichimura High School, Aichi Prefectural Anjo Higashi High School, Fukuchiyama Seibi High School, Kyoto Prefectural Fukuchiyama High School, Ritsumeikan High School, Ritsumeikan Uji High School, Osaka Prefectural Kitano High School, Osaka Prefectural Yuhigakka High School, Tokai University Affiliated Gosei High School, Hyogo Prefectural Amagasaki Oda High School, Ikuei Nishi High School, Wakayama Prefectural Hidaka High School, Shimane Prefectural Oki-Shimae High School, Tokushima Prefectural Waki-machi High School, Tokushima Prefectural Tokushima-Kita High School, Fukuoka Prefectural Hoku-chiku High School, Saga Prefectural Ogi High School, Saga Prefectural Takeo High School, Kagoshima Prefectural Konan High School, Shonan High School, Ikeda Gakuen Ikeda High School, Kamimura Gakuen High School Division, Okinawa Prefectural Naha International High School, Okinawa Shogaku High School (in no particular order)

Asia Kakehashi Project

Host Schools and Students by Prefecture: 2021

Prefecture	Host Schools	Students Hosted	Prefecture	Host Schools	Students Hosted
Hokkaido	14	26	Shiga	—	—
Aomori	1	2	Kyoto	4	10
Iwate	1	2	Osaka	14	22
Miyagi	3	6	Hyogo	4	7
Akita	1	1	Nara	6	8
Yamagata	2	2	Wakayama	1	2
Fukushima	1	2	Tottori	2	2
Ibaraki	4	6	Shimane	3	4
Tochigi	1	1	Okayama	3	3
Gunma	2	2	Hiroshima	2	2
Saitama	6	6	Yamaguchi	4	11
Chiba	3	3	Tokushima	2	3
Tokyo	15	19	Kagawa	—	—
Kanagawa	17	22	Ehime	2	2
Niigata	4	5	Kochi	—	—
Toyama	—	—	Fukuoka	5	13
Ishikawa	2	2	Saga	4	4
Fukui	2	2	Nagasaki	1	2
Yamanashi	1	1	Kumamoto	—	—
Nagano	5	8	Oita	2	3
Gifu	2	2	Miyazaki	1	1
Shizuoka	1	1	Kagoshima	4	6
Aichi	13	20	Okinawa	1	1
Mie	2	2	Total	168	249

	National high school	Public high school	Private high school	Total
Schools	6	80	82	168
Students Hosted	10	96	143	249

List of host high schools

Hokkaido Engaru High School, Hokkaido Kushiro Meiki High School, Asahikawa University High School, Asahikawa Meisei High School, Hokkaido Asahikawa Eirei High School, Sapporo Shinyo High School, Hokkaido Sapporo International Information High School, Hokkaido Higashikawa High School, Sapporo Seishu High School, Hokusei Gakuen Girls' High School, Ritsumeikan Keisho High School, Sapporo Nihon University High School, Hokkaido Noboribetsu Asu Secondary School, Iai Girls' Junior and Senior High School, Hachinohe St. Ursula Academy High School, Morioka Shirayuri Gakuen High School, Miyagi Prefectural Sendai Nika High School, Tokiwagi Gakuen High School, Miyagi Gakuin High School, Akita Prefectural Yokote Seiryō Gakuen High School, Kurigakuen High School, Shoto High School, Fukushima Prefectural Futaba Mirai Gakuen High School, Ibaraki Christian Academy High School, Ibaraki Prefectural Hitachi Daiichi High School, Ibaraki Prefectural Namiki Secondary School, Meikei Gakuen High School, Tochigi Prefectural Tochigi Shonan High School, Kyōto Gakuen High School, Tokyo University of Agriculture and Technology Second High School, Waseda University Honjō High School, Joetsu High School, Niigata Prefectural Sanjo High School, Niigata Prefectural Niigata Commercial High School, Niigata Prefectural Shibata High School, Saitama Prefectural Urawa Daiichi Girls' High School, Koel Veritas High School, Chiba Prefectural Narita International High School, Chiba Prefectural Matsudo International High School, Shinagawa Girls' Academy High School, Yamawaki Gakuen High School, The University of Tokyo Faculty of Education Affiliated Secondary School, Waseda University Senior High School, Toho Girls' High School, Keisen Girls' Academy High School, International Christian University High School, J. F. Oberlin High School, Seikei High School, Hosei University High School, Kojimachi Gakuen Girls' Junior and Senior High School, Saitama Prefectural Sakado High School, Tokyo Gakugei University International Secondary School, Tokyo Metropolitan Kodaira High School, Fujimi High School, Saitama Prefectural Sugito High School, Saitama Prefectural Kasukabe Girls' High School, Saitama Prefectural Soka Minami High School, Juntien High School, Yokohama Science Frontier High School, Yokohama Municipal Minato Comprehensive High School, Yokohama Municipal Minami High School, Kanagawa Prefectural Yokohama Hiranuma High School, Kawasaki Municipal Kawasaki High School, Soshinsho Girls' School (Upper Division), Hosei University International High School, Yokohama Suiryō Junior and Senior High School, Kanagawa Prefectural Atsugi High School, Sagami Women's University Junior and Senior High School, Caritas Girls' Junior and Senior High School, Kanagawa Prefectural Kashiwa High School, Kanagawa Prefectural Fujisawa Comprehensive High School, Yokosuka Municipal Yokosuka Comprehensive High School, Kanagawa Prefectural Shichirigahama High School, Seisen Girls' Academy High School, Kumon International Academy High School, Nagano Prefectural Matsumoto Ken-ga-oka High School, Iida Girls' High School, Tokyo City University Shiojiri High School, Nagano Prefectural Nagano Nishi High School, Saku Chosei High School, Yamanashi Prefectural Fuji Kawaguchiko High School, Seirei Christopher High School, Aichi Prefectural Shinkawa High School, Aichi Prefectural Nakamura High School, Aichi Prefectural Tsushima High School, Chubu University First High School, Nagoya Municipal Koyo High School, Haiyang Secondary School, Aichi Keisei High School, Aichi Prefectural Oboku High School, Aichi Prefectural Showa High School, Daido University Daido High School, Toho High School, Nagoya University of Economics Ichimura High School, Nagoya Municipal Kita High School, Nagoya University Faculty of Education Affiliated High School, Gifu Prefectural Ogaki Kita High School, Gifu Prefectural Gifu Sogo Gakuen High School, Mie Prefectural Ujiyamada Commercial High School, Mie Prefectural Yokkaichi High School, Komatsu Municipal High School, Komatsu Otani High School, Fukui Prefectural Hamizu High School, Fukui Prefectural Fukui Commercial High School, Ritsumeikan High School, Takatsuki High School, Osaka Prefectural Hanazono High School, Osaka Prefectural Yuhigakka High School, Tokai University Osaka Yohei High School, Osaka Prefectural Hirakata High School, Hatsushiba Ritsumeikan High School, Saigaku Gakuen High School, Osaka Kyoiku University High School (Hirano Campus), Assumption International High School, Osaka Prefectural Sakurazuka High School, Osaka Prefectural Senri High School, Osaka Prefectural Toyonaka High School Nose Branch, Baika High School, Kwansei Gakuin High School, Keimee Gakuin High School, Kobe Jogakuin High School, Akashi National College of Technology, Wakayama Prefectural Hidaka High School, Kyoto Prefectural Fukuchiyama High School, Fukuchiyama Seibi High School, Ritsumeikan Uji High School, Osaka Prefectural Kitano High School, Nara Ikuei High School, Ikuei Nishi High School, Nara Prefectural Takatori International High School, Nara Prefectural International High School, Nara Prefectural Sakurai High School, Ehime Prefectural Matsuyama Higashi High School, Ehime University Affiliated High School, Okayama Gakugeikan High School, Okayama Prefectural Okayama Sosan High School, Kinjo Gakuen High School, Hiroshima International Academy High School, Hiroshima Jogakuin High School, Xavier High School, Yamaguchi Prefectural Joto High School, Yamaguchi Prefectural Hagi High School, Noda Gakuen High School, Shimane Prefectural Izumo High School, Shimane Prefectural Oki-Shimae High School, Kaisei High School, Tottori Prefectural Sakai High School, Tokushima Prefectural Joto High School, Tokushima Prefectural Tokushima North High School, Chinzei Gakuin High School, Miyazaki Prefectural Honjo High School, Iwata High School, Oita Tomei High School, Kyushu International University High School, Kyushu Sangyo University High School, Nakamura Gakuen Girls' High School, Fukuoka Daiichi High School, Fukuoka Futaba High School, Saga Prefectural Utsu High School, Saga Prefectural Saga Agricultural High School, Saga Prefectural Saga Kita High School, Saga Prefectural Chiyokan High School, Kagoshima Prefectural Yakushima High School, Kagoshima Prefectural Konan High School, Kamimura Gakuen Kamimura High School, Ikeda Gakuen Ikeda High School, Okinawa Prefectural Naha International High School (in no particular order)

Asia Kakehashi Project

Host Schools and Students by Prefecture: 2022

Prefecture	Host Schools	Students Hosted	Prefecture	Host Schools	Students Hosted
Hokkaido	11	22	Shiga	—	—
Aomori	1	2	Kyoto	4	11
Iwate	1	2	Osaka	15	28
Miyagi	2	7	Hyogo	3	4
Akita	1	1	Nara	7	10
Yamagata	2	2	Wakayama	1	2
Fukushima	1	2	Tottori	2	2
Ibaraki	6	8	Shimane	2	2
Tochigi	1	1	Okayama	3	3
Gunma	2	2	Hiroshima	2	2
Saitama	7	7	Yamaguchi	3	10
Chiba	2	2	Tokushima	2	2
Tokyo	12	12	Kagawa	0	0
Kanagawa	12	19	Ehime	2	2
Niigata	6	6	Kochi	0	0
Toyama	1	2	Fukuoka	8	17
Ishikawa	1	1	Saga	4	4
Fukui	—	—	Nagasaki	1	2
Yamanashi	1	2	Kumamoto	—	—
Nagano	6	7	Oita	3	4
Gifu	3	4	Miyazaki	3	3
Shizuoka	2	3	Kagoshima	4	8
Aichi	12	16	Okinawa	1	1
Mie	—	—	Total	163	247
National high school		Public high school	Private high school		Total
Schools	6	68	89		163
Students Hosted	8	83	156		247

List of host high schools

Asahikawa Meisei High School, Hokkaido Asahikawa Eirei High School, Hokkaido Higashikawa High School, Asahikawa Fusei High School, Sapporo Nihon University High School, Sapporo Shinyo High School, Ritsumeikan Keisho High School, Hokkaido Kushiro Meiki High School, Iai Girls' Junior and Senior High School, Hokkaido Engaru High School, Hokkaido Noboribetsu Asu Secondary School, Morioka Shirayuri Gakuen High School, Miyagi Prefectural Sendai Nika High School, Miyagi Gakuin High School, Tochigi Shonan High School, Niigata Seishin Girls' High School, Niigata Prefectural Sanjo High School, Niigata Prefectural Gosen High School, Niigata Commercial High School, Takada Hokujo High School, Joetsu High School, Kyoei Gakuen High School, Meiwa Ken-O High School, Ibaraki High School, Ibaraki Christian Academy High School, Ibaraki Prefectural Hitachi Daiichi High School, Meikei Gakuen High School, Namiki Secondary School, Ibaraki Prefectural Ryugasaki Daiichi High School, Hachinohe St. Ursula Academy High School, Akita Prefectural Yokote Seinyo Gakuin High School, Kurigakuen High School, Shingo Higashi High School, Fukushima Prefectural Futaba Mirai Gakuen High School, Shibuya Gakuen Makuhari High School, Chiba Prefectural Narita International High School, The University of Tokyo Faculty of Education Affiliated Secondary School, Shinagawa Girls' Academy High School, Tokyo Metropolitan International High School, Keisen Girls' Academy High School, Seikei High School, J. F. Oberlin High School, Toho Girls' High School, Kyoritsu Girls' Second High School, Hosei University High School, Yamazaki Gakuen Educational Corporation Fujimi Junior and Senior High School, Tokyo Metropolitan Kodaira High School, Tokyo Metropolitan Asuka High School, Saitama Prefectural Sakado High School, Saitama Prefectural Koshigaya North High School, Saitama Prefectural Soka South High School, Saitama Prefectural Kasukabe Girls' High School, Saitama Prefectural Urawa First Girls' High School, Waseda Honjo High School, Saitama Prefectural Sugito High School, Kanagawa Prefectural Yokohama Hirayama High School, Yokohama Municipal Yokohama Science Frontier High School, Yokohama Municipal Minami High School, Yokohama Suiryu High School, Sagami Women's University High School, Kanagawa Prefectural Fujisawa Comprehensive High School, Yokosuka Municipal Yokosuka Comprehensive High School, Kanagawa Prefectural Shichirigahama High School, Seisen Girls' Academy High School, Kumon International Academy High School, Kanagawa Prefectural Kashiwa High School, Kanto Gakuin Muura High School, Nagano Prefectural Matsumoto Ken-ga-oka High School, Iida Girls' High School, Tokyo City University Shiojiri High School, Matsumoto Daiichi High School, Nagano Prefectural Nagano Nishi High School, Saku Chosei High School, Yamanashi Eiwa High School, Toiyama International University High School, Komatsu Otani High School, Reitaku Mizunami High School, Gifu Prefectural Gifu Sogo Gakuen High School, St. Mary's Girls' Academy High School, Chubu University First High School, Aichi Prefectural Tsushima High School, Aichi Prefectural Nakamura High School, Aichi Keisei High School, Aichi Prefectural Oboku High School, Aichi Prefectural Ichinomiya Commercial High School, Kaiyo Gakuen Secondary School (Kaiyo Gakuen Educational Corporation), Aichi Prefectural Obu Higashi High School, Toho High School, Nagoya Municipal Kita High School, Nagoya University of Economics Ichimura High School, Nagoya University Faculty of Education Affiliated High School, Shizuoka Seiko Gakuin High School, Seirei Christopher High School, Kyoto Koka High School, Fukuchiyama Seibi High School, Kyoto Prefectural Fukuchiyama High School, Ritsumeikan High School, Doshisha Kori High School, Shoin High School, Hatsushiba Ritsumeikan High School, Osaka Prefectural Izumi High School, Naniwa High School, Osaka Kyoriku University High School (Hirano Campus), Osaka Prefectural Sakurazuka High School, Assumption International High School, Baika High School, Osaka Prefectural Senri High School,Osaka Prefectural Toyonaka High School (Nose Branch), Osaka Prefectural Kitano High School, Tokai University Yohiei High School, Takatsuki High School, Osaka International High School, Nara Prefectural International High School, Nara Women's University Secondary School, Nara Ikuei High School, Nara Prefectural Sakurai High School, Nara Prefectural Hokke-ji International High School, Ikuei Nishi High School, Nara Prefectural International High School, Kwansai Gakuin High School, Keimee Gakuin High School, Akashi National College of Technology, Kinki University Wakayama High School, Wakayama Prefectural Taiiku High School, Ehime University High School, Ehime Prefectural Matsuyama Higashi High School, Okayama Gakugeikan High School, Okayama Prefectural Misao High School, Kinko Gakuen High School, Hiroshima Shudo University Hiroshima Kyoso Junior High School and High School, Hiroshima Jogakuin High School, Xavier High School, Yamaguchi Prefectural Karyo High School, Noda Gakuen High School, Shimane Prefectural Izumo High School, Shimane Prefectural Oki-Shimae High School, Seisho Kaichi High School, Yonago Hokuto High School, Tokushima Prefectural Jonouchi High School, Tokushima Gakuen Girls' High School, Fukuoka University Wakaba High School, Seinan Gakuin High School, Kyushu Sangyo High School, Fukuoka Futaba High School, Fukuoka Daiichi High School, Jiyugaoka High School, Kyushu International University High School, Chinzei Gakuin High School, Oita Prefectural Beppu Shohai High School, Iwata High School, Oita Tomei High School, Miyazaki Prefectural Minami High School, Miyazaki Prefectural Honjo High School, Miyazaki Prefectural Takachiho High School, Saga Prefectural Saga Agricultural High School, Saga Prefectural Utsu High School, Saga Prefectural Saga North High School, Tomeikan Junior and Senior High School, Kagoshima Prefectural Konan High School, Ikeda Gakuen Ikeda High School, Kamimura Gakuen Senior High School, Kagoshima Prefectural Yakushima High School, Okinawa Prefectural Naha International High School (in no particular order)

Asia Kakehashi Project Plus

Host Schools and Students by Prefecture: 2023

Prefecture	Host Schools	Students Hosted	Prefecture	Host Schools	Students Hosted
Hokkaido	1	2	Shiga	—	—
Aomori	—	—	Kyoto	—	—
Iwate	—	—	Osaka	1	1
Miyagi	1	1	Hyogo	—	—
Akita	—	—	Nara	2	2
Yamagata	—	—	Wakayama	—	—
Fukushima	—	—	Tottori	—	—
Ibaraki	—	—	Shimane	2	2
Tochigi	2	2	Okayama	1	1
Gunma	—	—	Hiroshima	—	—
Saitama	2	3	Yamaguchi	1	3
Chiba	—	—	Tokushima	1	1
Tokyo	3	3	Kagawa	—	—
Kanagawa	5	10	Ehime	—	—
Niigata	3	3	Kochi	—	—
Toyama	—	—	Fukuoka	2	5
Ishikawa	—	—	Saga	—	—
Fukui	—	—	Nagasaki	2	2
Yamanashi	—	—	Kumamoto	—	—
Nagano	—	—	Oita	1	1
Gifu	1	1	Miyazaki	—	—
Shizuoka	1	2	Kagoshima	1	1
Aichi	7	9	Okinawa	2	2
Mie	1	1	Total	42	58
National high school		Public high school	Private high school		Total
Schools	2	17	23		42
Students Hosted	2	18	38		58

List of host high schools

Asahikawa Shihou High School, Ishinomaki Municipal Sakurazaka High School, Waseda University Honjo Senior High School, Niigata Prefectural Gosen High School, Niigata Prefectural Niigata Commercial High School, Niigata Prefectural Shibata High School, Utsunomiya Junior College Affiliated High School, Tochigi Prefectural Sano High School, Saitama Prefectural Soka Minami High School, Yokohama Municipal Yokosuka Comprehensive High School, Kumon International Academy, Seisen Girls' Academy High School, Sagami Women's University Senior High School, Japan Women's University High School, Yamazaki Gakuen Fuji High School, Tokyo Gakugei University International Secondary School, Hosei University Junior and Senior High School, Aichi Prefectural Obu Higashi High School, Aichi Prefectural Oboku High School, Kaiyo Gakuen Kaiyo Secondary School, Toho High School, Nagoya Municipal Kita High School, Nagoya Municipal Meito High School, Nagoya University Faculty of Education Affiliated High School, Reitaku Mizunami High School, Mie Prefectural Yokkaichi High School, Shizuoka Seiko Gakuin High School, Hatsushiba Ritsumeikan High School, Ikuei Nishi High School, Nara Prefectural International High School, Kinko Gakuen High School, Xavier High School, Shimane Prefectural Oki-Shimae High School, Shimane Prefectural Izumo High School, Tokushima Prefectural Joto High School, Seinan Girls' High School, Nakamura Gakuen Girls' High School, Kamimura Gakuen High School Division, Iwata High School, Chinzei Gakuin High School, Okinawa Shogaku High School, Okinawa Prefectural Kyuyo High School (in no particular order)

Asia Kakehashi Project Plus

Host Schools and Students by Prefecture: 2024

Prefecture	Host Schools	Students Hosted	Prefecture	Host Schools	Students Hosted
Hokkaido	4	7	Shiga	—	—
Aomori	1	1	Kyoto	2	3
Iwate	2	2	Osaka	5	9
Miyagi	1	1	Hyogo	2	2
Akita	—	—	Nara	2	2
Yamagata	—	—	Wakayama	1	2
Fukushima	—	—	Tottori	1	1
Ibaraki	3	3	Shimane	2	2
Tochigi	—	—	Okayama	2	2
Gunma	—	—	Hiroshima	2	2
Saitama	3	4	Yamaguchi	2	4
Chiba	1	1	Tokushima	2	2
Tokyo	6	7	Kagawa	—	—
Kanagawa	5	6	Ehime	1	1
Niigata	3	3	Kochi	—	0
Toyama	1	2	Fukuoka	2	3
Ishikawa	1	1	Saga	2	2
Fukui	1	1	Nagasaki	2	3
Yamanashi	1	1	Kumamoto	—	—
Nagano	1	2	Oita	1	1
Gifu	1	2	Miyazaki	—	—
Shizuoka	4	5	Kagoshima	3	3
Aichi	6	6	Okinawa	1	1
Mie	—	—	Total	80	100

	National high school	Public high school	Private high school	Total
Schools	3	40	37	80
Students Hosted	3	46	51	100

List of host high schools

Hokkaido Asahikawa Minami High School, Sapporo Nihon University High School, Hokkaido Noboribetsu Akebi Secondary School, Iai Girls' Junior & Senior High School, Aomori Prefectural Misawa High School, Iwate Prefectural Kozukata High School, Morioka Shirayuri Gakuen High School, Miyagi Prefecture Sendai Nika Junior & Senior High School, Niigata Prefectural Niigata High School, Niigata Prefectural Sanjo High School, Sekine Gakuen High School, Ibaraki Prefectural Ota Dai-ichi High School, Meikei Gakuen High School, Ibaraki Prefectural Koga Secondary School, Waseda University Honjo Senior High School, Mobara Hokuryo High School, Saitama Prefectural Urawa Dai-ichi Girls' High School, Saitama Prefectural Kasukabe High School, Tokyo Metropolitan Asuka High School, Kosei Gakuen Girls' High School, Ochanomizu University Senior High School, Showa Women's University Affiliated Showa Junior & Senior High School, Hosei University International High School, Hosei University Junior & Senior High School, Tokyo Metropolitan Hachioji Kita High School, Soshin Girls' School Junior & Senior High School, Hosei University Daini Junior & Senior High School, Seisen Jogakuin Junior & Senior High School, Yokosuka City Yokosuka Sogo High School, Yamanashi Prefectural Kofu Dai-ichi High School, Nagano City Nagano High School, Shizuoka Seiko Gakuin High School, Shizuoka Prefectural Shizuoka Johoku High School, Shizuoka Prefectural Hamakita Nishi High School, Seirei Christopher Junior & Senior High School, Nagoya University School of Education-Affiliated High School, Nagoya Keizai University Ichimura High School, Aichi Prefectural Tsushima High School, Aichi Keisei High School, Aichi Prefectural Ichinomiya Nishi High School, Nagoya Municipal Meito High School, Reitaku Mizunami High School, Toyama Kokusai University-Affiliated High School, Kanazawa University School of Teacher Education-Affiliated High School, Fukui Prefectural Koshi High School, FukuchiYama Seibi High School, Kyoto Koka Junior & Senior High School, Osaka Kokusai Junior & Senior High School, Osaka Prefectural Hirakata High School, Osaka Prefectural Fuse High School, Osaka Prefectural Asahi High School, Riseisha Junior & Senior High School, Ikuei Nishi Junior & Senior High School, Nara Prefectural Kokusai High School, Kindai University-Affiliated Wakayama High School & Junior High School, Kobe Yamate Girls' High School, Akashi Municipal Akashi Commercial High School, Tottori Prefectural Tottori Higashi High School, Shimane Prefectural Oki Dozen High School, Shimane Prefectural Izumo High School, Okayama Gakugeikan High School, Okayama Ryukoku High School, Hiroshima Prefectural Osaki Kaisei High School, Hiroshima Jogakuin Junior & Senior High School, Xavier High School, Yamaguchi Prefectural Karyo High School, Tokushima Prefectural Joto High School, Tokushima Prefectural Jonouchi Secondary School, Ehime Prefectural Imabari Kita High School (Omishima Branch), Nakamura Gakuen Girls' High School, Fukuoka Municipal University Wakaba High School, Chinzei Gakuin High School, Nagasaki Prefectural Sasebo Commercial High School, Iwata Junior & Senior High School, Saga Prefectural Saga Kita High School, Saga Prefectural Chienkan High School, Kamimura Gakuen High School, Kagoshima City Kagoshima Gyokuryu Junior & Senior High School, Kagoshima Joho High School, Okinawa Prefectural Kyuyo High School

Asia Kakehashi Project Plus

Host Schools and Students by Prefecture: 2025

Prefecture	Host Schools	Students Hosted	Prefecture	Host Schools	Students Hosted
Hokkaido	6	7	Shiga	—	—
Aomori	1	1	Kyoto	2	3
Iwate	1	1	Osaka	5	7
Miyagi	1	1	Hyogo	1	1
Akita	—	—	Nara	2	3
Yamagata	1	1	Wakayama	—	—
Fukushima	1	1	Tottori	1	1
Ibaraki	2	2	Shimane	2	4
Tochigi	1	1	Okayama	2	2
Gunma	—	—	Hiroshima	1	1
Saitama	1	2	Yamaguchi	2	5
Chiba	1	1	Tokushima	2	2
Tokyo	7	8	Kagawa	—	—
Kanagawa	6	6	Ehime	—	—
Niigata	5	5	Kochi	—	—
Toyama	1	1	Fukuoka	4	6
Ishikawa	1	1	Saga	2	2
Fukui	1	1	Nagasaki	1	2
Yamanashi	—	—	Kumamoto	—	—
Nagano	1	1	Oita	1	1
Gifu	2	2	Miyazaki	—	—
Shizuoka	3	6	Kagoshima	2	2
Aichi	7	7	Okinawa	1	1
Mie	1	1	Total	82	100

	National high school	Public high school	Private high school	Total
Schools	1	35	46	82
Students Hosted	1	40	59	100

List of host high schools

Asahikawa Jitsugyo High School, Hokkaido Asahikawa Eirei High School, Sapporo Shinyo High School, Sapporo Seishu High School, Sapporo Nihon University High School, Iai Girls' High School, Hachinohe St. Ursula Academy High School, Morioka Shirayuri Gakuen High School, Yamagata Prefectural Yonezawa Tsurugajo High School, Miyagi Prefectural Sendai Higashi High School, Fukushima Prefectural Futaba Mirai Gakuen High School, Utsunomiya Junior College Affiliated High School, Niigata Prefectural Niigata High School, Niigata Meikun High School, Niigata Prefectural International Information High School, Niigata Prefectural Otsuchi High School, Sekine Gakuen High School, Ibaraki Prefectural Ota Daiichi High School, Meikei Gakuen High School, Waseda University Honjo High School, Mobara Hokuryo High School, Tokyo Metropolitan Asahi High School, Juntendo High School, Kokugakuin University Kugayama High School, Kosei Gakuen Girls' Junior and Senior High School, Tokyo Metropolitan Oji Kita High School, International Christian University High School, Seikei High School, Soshinsho Girls' High School, Hosei University International High School, Yokosuka City Yokosuka Comprehensive High School, Seisen Girls' Academy Junior and Senior High School, Kawasaki Municipal Tachibana High School, Kanagawa Prefectural Yokohama International High School, Nagano Municipal Nagano High School, Shizuoka Seiko Gakuin High School, Shizuoka Prefectural Hamakita Nishi High School, Seirei Christopher High School, Nagoya University Faculty of Education Affiliated High School, Aichi Institute of Technology Meiden High School, Nagoya University of Economics Ichimura High School, Aichi Prefectural Showa High School, Aichi Prefectural Tsushima High School, Nagoya Municipal Meito High School, Aichi Prefectural Oboku High School, Mie Prefectural Yokkaichi High School, St. Mary's Girls' Academy High School, Reitaku Mizunami High School, Toyama International University High School, Ishikawa Prefectural Kanazawa Sakuragaoka High School, Fukui Prefectural Fukui Commercial High School, Takatsuki High School, Kyoto Koka High School, Osaka Prefectural Senri High School, Ikuei Nishi High School, Nara Prefectural International High School, Doshisha Kori High School, Osaka International High School, Osaka Prefectural Fuse High School, Kobayashi Seishin Girls' Academy High School, FukuchiYama Seibi High School, Tokushima Prefectural Jonouchi High School, Tokushima Prefectural Joto High School, Kinko Gakuen High School, Okayama Gakugeikan High School, Mizuki Hokushin High School, Kaisei High School, Shimane Prefectural Oki-Shimamae High School, Hiroshima Jogakuin High School, Xavier High School, Yamaguchi Prefectural Karyo High School, Nakamura Gakuen Girls' High School, Kyushu Sangyo University Affiliated Kyushu Sangyo High School, Fukuoka Institute of Technology Affiliated Joto High School, Kitakyushu Municipal High School, Iwata High School, Saga Prefectural Chiyokan High School, Saga Prefectural Saga Kita High School, Chinzei Gakuin High School, Kamimura Gakuen High School, Kagoshima Prefectural Yoron High School, Okinawa Prefectural Naha International High School (in no particular order)

Kakehashi Experiences Throughout Japan Repoerted by Newspapers

Sept 2, 2025 – Daily Tohoku
Shimbun
Study Abroad Experience in
Hachinohe: The Starting Point for
a Social Activist
A Kakehashi Program Participant
Working to Address the Gender
Gap in Education
Courtesy of Tohoku Shimbun

October 7, 2025 – Joetsu Times
Co., Ltd.
Local Greetings and
Geographical Overview
Courtesy of Joetsu Times Co., Ltd.

男女の教育格差是正取り組む キランさん (パキスタン)



八戸での留学経験が社会活動家としての原点になった。母国パキスタンで男女間の教育格差是正に取り組むキラン・ラジさん(20)は約3年前、初めて来日し八戸へ。当時最も衝撃を受けたのは、男女差のない日本の教育環境だった。帰国後は学校に通えない少女たちの復学支援を続け、これまでに500人以上の就学を実現。1日、八戸市庁に熊谷雄一市長を訪ねたキランさんは「今の自分があるのは八戸での留学体験があったからこそ」と感謝を伝えた。

八戸での留学経験 社会活動家の原点

女性であっても望めば何でもできる

キランさんによると、パキスタンでは女性が学校に通うのは12歳までで、早ければ15歳で結婚。家族制度も男性優位が社会通念として根深く、家庭内でのような扱いを受けても、女性側から離婚することはできないという。女性が幸せな一生を送れるかは夫次第。「女性は夢を持ってはいけない」。来日前は、これが当たり前だと思っていた。しかし、八戸留学がこの価値観を変えた。日本の高校に留学生を招く国の事業「アジア高校生架け橋プロジェクト」に参加し、22年7月〜23年3月、八戸聖ウルスラ学院高へ。日本の教育、文化を吸収し、八戸で貴重な時間を過ごした。女性であっても「望めば何でもできる」。帰国後は

(向原敦樹)

Nov 10, 2025 – Ube Nippo
Where am I from?
Sharing one's native culture
at a local elementary school
Courtesy of Ube Nippo



即行動に移した。仲間と非営利団体を設立し、教育機会を得られない女性のために活動を開始。女性を家に閉じ込める古い慣習を打破しようと、啓発活動などを積極的に行っている。24年にはパキスタン代表として国連の「ユースアセンブラー」に参加。国連本部と国連教育科学文化機関(ユネスコ)が世界中の若者を集めて開くセミナーでスピーチを行い、社会活動家としての幅を広げている。キランさんは今回、東京

March 9, 2023 – Mainichi Shimbun
Turkish International Students and Others
Pay a Courtesy Call on Mayor Takeuchi
Thinking of their earthquake-stricken
hometown
Courtesy of Mainichi Shimbun



About AFS

Origin	AFS originated with the American Field Service, an American volunteer organization involved in the rescue and transportation of wounded and sick soldiers during World War II. Since 1947, AFS has been active as an international educational exchange organization with the goal of realizing a peaceful world without war.
Character	A non-profit, non-political, non-religious, all-volunteer organization.
Philosophy	We provide opportunities for intercultural experiences to develop the knowledge, abilities, and understanding necessary to realize a just and peaceful world. We provide intercultural learning programs for people of all ages, centering on exchange programs for high school students, as well as for working adults, teachers, and volunteers.
Organization	AFS is a global network of more than 60 countries and regions, centered on its international headquarters in New York City, and conducts more than 12,000 exchanges annually with approximately 100 countries.

Mission of AFS

Purpose of AFS

AFS is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world.

AFS Values

AFS enables people to act as responsible global citizens working for peace and understanding in a diverse world. It acknowledges that peace is a dynamic concept threatened by injustice, inequity, and intolerance.

AFS seeks to affirm faith in the dignity and worth of every human being and of all nations and cultures. It encourages respect for human rights and fundamental freedoms without distinction as to race, sex, language, religion or social status.

AFS activities are based on our core values of dignity, respect for differences, harmony, sensitivity and tolerance.

History of AFS Japan

1954	The first group of Japanese students is dispatched to the U.S. (eight high school students travel to the U.S. on the Hikawa Maru from Yokohama Harbor)
1955	Establishment of AFS Japan Chapter by the first cohort of students.
1957	First group of nine high school students from the U.S. hosted in Japan
1963	Start of the one-year hosting program
1972	Norwegian high school students are accepted and exchange with countries other than the U.S. begins.
1980	AFS Japan is established under jurisdiction of the Ministry of Education, Science, Sports and Culture (now the Ministry of Education, Culture, Sports, Science and Technology (MEXT)) .
1982	Short-term dispatch program begins.
1992	Licensed as a Public Benefit Foundation
2000	Semester inbound program begins.
2004	AFS receives the Minister’s Commendation for International Exchange from the Ministry of Education, Culture, Sports, Science and Technology (MEXT). AFS Global Conference is held in Japan for the first time.
2005	New program for university students, adults, and educators begins.
2011	AFS Japan Association Inc. is recognized as a Public Benefit Foundation and changes its name to AFS Intercultural Programs, Japan

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We express our sincere appreciation.

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Finally, we would like to thank the AFS volunteers across the country for the countless ways they supported the students day in and day out.

We are deeply grateful for all of your assistance. Thank you very much.